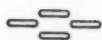


Bulletin
of
The American Association
of
University Professors



(Volume XXVIII)

1942

P.G.

Volume XXVIII

FEBRUARY 1942

Number 1

Bulletin
of
The American Association
of
University Professors

Editor

Ralph E. Himstead

Editorial Committee

Thomas F. Green, Jr.

E. C. Kirkland
Richard J. Purcell

Louise Pound

Publication Office: 20th and Northampton Sts., Easton, Pa.

Editorial Office: 1155 Sixteenth Street, N. W., Washington, D. C.

Issued bimonthly in February, April, June, October, and December. Subscription price (due and payable in advance) is \$3.00 a year, postage free. Foreign subscriptions (including Canada) are \$3.50 a year.

Entered as second-class matter, April 24, 1922, at the Post Office at Easton, Pa., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on September 13, 1918.

OFFICERS AND THE COUNCIL

PRESIDENT

W. T. LAPRADE (*History*) Duke University

FIRST VICE-PRESIDENT

H. CARRINGTON LANCASTER (*French Literature*) Johns Hopkins University

SECOND VICE-PRESIDENT

ZECHARIAH CHAFFEE, JR. (*Law*) Harvard University

GENERAL SECRETARY

RALPH E. HIMSTEAD (*Law*) Washington Office

ASSOCIATE SECRETARY

THOMAS F. GREEN, JR. (*Law*) Washington Office

TREASURER

FLORENCE P. LEWIS (*Mathematics*) Goucher College

TERM MEMBERS

1940-1942

FRANK L. GRIFFIN (<i>Mathematics</i>)	Reed College
FOWLER V. HARPER (<i>Law</i>)	Indiana University
HELEN SARD HUGHES (<i>English</i>)	Wellesley College
JOHN ISE (<i>Economics</i>)	University of Kansas
G. W. MARTIN (<i>Botany</i>)	State University of Iowa
ROY F. NICHOLS (<i>History</i>)	University of Pennsylvania
H. L. OSTERUD (<i>Anatomy</i>)	Medical College of Virginia
HARALD S. PATTON (<i>Economics</i>)	Michigan State College
HORATIO SMITH (<i>French</i>)	Columbia University
MARIE J. WEISS (<i>Mathematics</i>)	Tulane University of Louisiana

1941-1943

WILLIAM A. BROWNELL (<i>Educational Psychology</i>)	Duke University
JEWELL HUGHES BUSHEY (<i>Mathematics</i>)	Hunter College
CHARLOTTE D'EVELYN (<i>English</i>)	Mount Holyoke College
CHARLES L. JAMISON (<i>Business Administration</i>)	University of Michigan
JOHN A. KINNEMAN (<i>Sociology</i>)	Illinois State Normal University
ETHEL SABIN-SMITH (<i>Psychology, Philosophy</i>)	Mills College
STANLEY S. SWARTLEY (<i>English</i>)	Allegheny College
JOHN A. VIEG (<i>Government</i>)	Iowa State College
PAUL W. WARD (<i>Philosophy</i>)	Syracuse University
E. J. WORKMAN (<i>Physics</i>)	University of New Mexico

1942-1944

C. RAYMOND ADAMS (<i>Mathematics</i>)	Brown University
M. M. BOBER (<i>Economics</i>)	Lawrence College
WALTHER I. BRANDT (<i>History</i>)	The City College (New York)
EUGENE PARKER CHASE (<i>Political Science</i>)	Lafayette College
H. G. DEMING (<i>Chemistry</i>)	University of Nebraska
RUSSELL PARSONS JAMESON (<i>Romance Languages</i>)	Oberlin College
A. LADRU JENSEN (<i>Law</i>)	University of Utah
ARTHUR L. KEITH (<i>Latin</i>)	University of South Dakota
GEORGE POPE SHANNON (<i>English</i>)	University of Alabama
A. CURTIS WILGUS (<i>Hispanic American History</i>)	George Washington University

EX-PRESIDENTS

A. J. CARLSON (<i>Physiology</i>)	University of Chicago
MARK H. INGRAHAM (<i>Mathematics</i>)	University of Wisconsin
FREDERICK S. DEIBLER (<i>Economics</i>)	Northwestern University

General
of Association

CONTENTS

THE PRESIDENCY OF THE ASSOCIATION.....	5
TWENTY-EIGHTH ANNUAL MEETING.....	8
ADDRESS OF WELCOME, <i>William F. Edgerton</i>	17
ENDS AND MEANS, <i>William Pearson Tolley</i>	23
THE DETERMINATION OF POLICY UNDER THE PRESENT FORM OF COLLEGIATE AND UNIVERSITY GOVERNMENT, <i>Frederick S. Deibler</i>	32
HIGHER EDUCATION AND THE WAR	
U. S. Office of Education Wartime Commission.....	46
National Conference of College and University Presidents on Higher Education and the War	50
Annual Meeting of the Association of American Colleges.	55
Concerning Accelerated Programs and Faculty Com- pensation	56
Colleges and Universities Organize for Total War.....	59
CONTRIBUTORS.....	67
ANNUAL REPORT OF COMMITTEE A ON ACADEMIC FREEDOM AND TENURE, <i>W. T. Laprade</i>	68
ACADEMIC FREEDOM AND TENURE	
Statement of Principles, 1940.....	84
Conference Statement of 1925.....	87
Statement Concerning Resignations, 1929.....	89
CENSURED ADMINISTRATIONS.....	91
THE BILL OF RIGHTS BELONGS TO THE PEOPLE, <i>Zechariah Chafee, Jr.</i>	92
FEDERAL INCOME TAX RETURNS IN 1942, <i>J. M. Maguire</i> ...	102
ASSOCIATION NEWS	
The Association's List of Eligible Institutions	109
Announcements of Meetings.....	110
Regional Meetings	111
Chapter Activities	113

ANNUAL REPORT OF THE TREASURER.....	115
CONSTITUTION.....	118
COMMITTEES FOR 1942.....	128

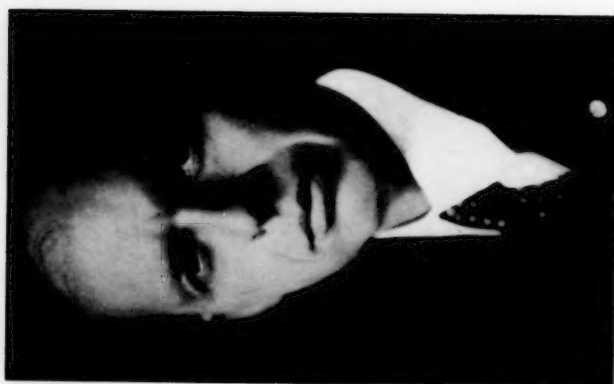
MEMBERSHIP

Distribution of Membership and Record of Chapter Officers.....	135
Members Deceased During 1941.....	152
Record of Membership for 1941.....	155
Nominations and Elections.....	156

ACADEMIC VACANCIES AND TEACHERS AVAILABLE.....	163
--	-----

Contents of previous issues of the *Bulletin* of the American Association of University Professors may be found by consulting the EDUCATION INDEX.





WILLIAM T. LAPRADE
Incoming President of the Association



FREDERICK S. DEIBLER
Retiring President of the Association

THE PRESIDENCY OF THE ASSOCIATION

The Presidency of the American Association of University Professors has been held by a succession of able teachers and scholars.¹ Their insight into the Association's philosophy, their devotion to its principles, and their ability to interpret its philosophy and principles to the profession and to the public have contributed immeasurably toward the furthering of the Association's over-all objective, the development and strengthening of the professional concept of college and university teaching.

Because of the factors of distance, time, and expense, which limit the attendance of members at Annual Meetings and the attendance of national officers at chapter and regional meetings, there is unfortunately little direct personal contact between the national officers and the members. Most of the communication between them is of necessity through the medium of the *Bulletin* and Chapter Letters.

During recent years the *Bulletin* has carried reports of the significant services rendered to the Association by Professor Frederick S. Deibler, the retiring President, and Professor William T. LaPrade, the incoming President. The photographs of these distinguished members appear on the opposite page.

Professor Deibler is Chairman of the Department of Economics of Northwestern University. He is a Charter Member of the Association, and has been an active participant in many aspects

¹ John Dewey, Philosophy, Columbia University; J. H. Wigmore, Law, Northwestern University; Frank Thilly, Philosophy, Cornell University; J. M. Coulter, Botany, University of Chicago; A. O. Lovejoy, Philosophy, The Johns Hopkins University; Edward Capps, Classics, Princeton University; Vernon L. Kellogg, Zoology, Stanford University; E. R. A. Seligman, Political Science, Columbia University; J. V. Denney, English, Ohio State University; A. O. Leuschner, Astronomy, University of California; W. T. Semple, Classics, University of Cincinnati; Henry Crew, Physics, Northwestern University; W. B. Munro, Government, Harvard University; W. W. Cook, Law, The Johns Hopkins University; S. A. Mitchell, Astronomy, University of Virginia; A. J. Carlson, Physiology, University of Chicago; Mark H. Ingraham, Mathematics, University of Wisconsin and Frederick S. Deibler, Economics, Northwestern University. (Institutional connections listed are as of the time of election to office.)

of its work. He was Chairman of Committee A on Academic Freedom and Tenure during the years 1920 and 1921 and continued as a member of that Committee until 1936. In 1925 he was one of the Association's representatives at the historic Washington Conference which formulated the 1925 Statement of Principles on Academic Freedom and Tenure. As President of the Association, Professor Deibler assisted in the formulation of the 1940 Statement of Principles on Academic Freedom and Tenure. His other services to the Association included membership on the national Council for the three-year term ending in 1919, the Presidency of the Northwestern University chapter of the Association for the academic year, 1921-1922, membership on Committee P on Pensions and Insurance in 1921-1929, membership on the 1935 national Nominating Committee, and the national Presidency for the years 1940 and 1941.

During his Presidency of the Association, Professor Deibler gave freely of his time in the consideration of the many professional and academic problems brought to the attention of the Association, and filled many speaking engagements at chapter and regional meetings throughout the country. The Association will continue to benefit by his advice and participation in its work as a member of the Council, as provided in Article V of the Constitution.

Professor Laprade is Chairman of the Department of History of Duke University. Like Professor Deibler, he has had extensive experience in the work of the Association, which qualifies him well for the national Presidency to which he has been elected for the years 1942 and 1943. He was President of the Duke University chapter of the Association for the academic year, 1931-1932, a member of the national Council for the three-year term ending in 1936, and was Chairman of Committee A on Academic Freedom and Tenure, 1937-1941, inclusive. Through the work of Committee A, he served the Association and the profession in a conspicuously able manner. His five annual reports are significant statements; they are indicative of the care and the perspective which he brought to the Association's work in behalf of academic freedom and tenure. During this period, he participated as a representative of the Association in four joint conferences with representatives of the Association of American Colleges which

culminated in the 1940 Statement of Principles on Academic Freedom and Tenure.

If the Association can continue to enlist the interest and the services of men like Professor Deibler and Professor Laprade and their able predecessors, it should be of increasing usefulness to the academic profession and should have an ever-widening influence in the educational life of the country.

RALPH E. HIMSTEAD, *General Secretary*

TWENTY-EIGHTH ANNUAL MEETING

December 27-28, 1941

The Twenty-eighth Annual Meeting of the American Association of University Professors, held in Chicago, Illinois, on December 27 and 28, 1941, following as it did so closely upon the nation's entrance into the World War, was of more than usual significance. Part of the program and much of the deliberation, particularly that of the Council, which was in session preceding and following the Annual Meeting, was concerned with the war, its probable effects on colleges and universities, and with ways and means of dealing with institutional and professional problems growing out of war conditions.

The meeting was held in the Stevens Hotel. Approximately 200 members and guests from 150 institutions were in attendance at one or more of the sessions. Professor Frederick S. Deibler of Northwestern University, President of the Association, presided at all of the regular sessions.

The address of welcome was given at the first session on Saturday afternoon, December 27, by Professor William F. Edgerton of the University of Chicago, a member of the local Committee on Arrangements. In the course of his address, Professor Edgerton stressed some of the duties and responsibilities of the academic profession with special reference to the years that lie immediately ahead.¹

Professor Edgerton's address was followed by a report of Committee O on Organization and Policy presented by its Chairman, Professor W. W. Cook, of Northwestern University.² In this report, the Committee presented two Constitutional amendments. The first of these related to some of the provisions in Article III, Section 3, of the Constitution which govern the election of officers

¹ See pp. 17-22.

² For text of full report of Committee O on Organization and Policy, see October, 1941 *Bulletin*, pp. 459-465.

and the elective members of the Council. The amendment provides for the election of the President, the two Vice-Presidents, and the elective members of the Council by a proportional vote taken in the manner prescribed in Article X of the Constitution. In presenting this amendment, Professor Cook indicated that it was designed to strengthen the representative character of the Association by making it possible to insure the election of the officers of the Association and the members of the Council by a majority of all the members of the Association rather than by a majority of the members present at the Annual Meeting. The amendment was *adopted* by a unanimous vote.

The second amendment submitted by Committee O was in reference to Associate membership in the Association. This proposal was to add to Article II, Section 4 of the Constitution, a second sentence to provide for the election of certain persons to Associate membership. With this proposed amendment, Section 4 of Article II would read as follows:

Associate Members. Any member who ceases to be eligible for Active or Junior membership, because his work has become primarily administrative, may be transferred with the approval of the Council to Associate membership. A person who has shown an interest in higher education and demonstrated his sympathy with the ideals of the Association may be elected by the Council to Associate membership.

The Committee's report disclosed that this amendment was submitted as a substitute for the suggestion frequently made by some members that all college and university administrative officers be declared eligible for election to Active or Associate membership. Professor Cook made it clear, however, that the proposed amendment did not apply to college and university officers *per se*, but to any person who, in the opinion of the Council, possessed the requisite qualifications for Associate membership indicated in the amendment. Great interest was displayed in the debate on this proposal which had previously been discussed and disapproved by the Council. After a full and spirited discussion of the proposed amendment, the meeting *voted* 95 to 7 not to adopt it.

A timely report on the work of the Committee on Military Affairs, a subcommittee of the National Committee on Education and Defense was presented by its Executive Secretary, Mr. Francis J. Brown, Consultant on the staff of the American Council on Education. Mr. Brown's subject was "Colleges and Universities Organize for Total War."¹ He spoke specifically of the rôle of higher education in the defense of the nation and the measures that had been taken by the national Committee on Education and Defense to protect the best interests of educational institutions and the academic profession during the war.

The first session was concluded with the report of the 1941 Nominating Committee by its Chairman, Professor Quincy Wright of the University of Chicago, and the election of officers and ten members of the Council. Professor William T. Laprade of Duke University was elected President; Professor H. Carrington Lancaster of the Johns Hopkins University, First Vice-President; and Professor Zechariah Chafee, Jr., of Harvard University, Second Vice-President. The following members were elected to the Council for the three-year term ending December 31, 1944: Professors C. Raymond Adams, Brown University; Walther I. Brandt, The City College (New York); Eugene Parker Chase, Lafayette College; A. Curtis Wilgus, George Washington University; Russell Parsons Jameson, Oberlin College; George Pope Shannon, University of Alabama; M. M. Bober, Lawrence College; Arthur L. Keith, University of South Dakota; H. G. Deming, University of Nebraska; and A. Ladru Jensen, University of Utah.

The annual dinner of the Association was held on the evening of December 27. The toastmaster for this occasion was Professor Mark H. Ingraham of the University of Wisconsin, a former President of the Association. The speakers were Dr. William P. Tolley, President of Allegheny College and Chairman of the Commission on Academic Freedom and Academic Tenure of the Association of American Colleges and Professor Frederick S. Deibler, President of the Association. Dr. Tolley spoke on the subject, "Ends and Means."² Professor Deibler gave the retiring

¹ See pp. 59-66.

² See pp. 23-31.

President's address. His subject was "The Determination of Policy under the Present Form of Collegiate and University Government."¹

At the session on Sunday morning, December 28, Professor W. T. Laprade of Duke University, Chairman of Committee A on Academic Freedom and Tenure, presented the Committee's report for 1941.² Dr. Ralph E. Himstead, General Secretary of the Association, presented his annual report in which he spoke informally of the work of the Association during 1941, and President Deibler presented for endorsement the 1940 Statement of Principles on Academic Freedom and Tenure.

On the recommendation of Committee A on Academic Freedom and Tenure and the Council, the Annual Meeting *voted* unanimously to place on the Association's list of censured administrations the administrations of Adelphi College, of the University of Kansas City, and the Board of Trustees of Western Washington College of Education.³

On the recommendation of Committee A on Academic Freedom and Tenure and the Council, the Annual Meeting adopted by unanimous vote the following resolution in reference to the University System of Georgia:

Concerning Political Interference in the University System of Georgia

The American Association of University Professors views with unqualified disapproval the recent interference by Governor Eugene Talmadge in the University System of Georgia. The evidence shows that by compelling the resignation of several members of the Board of Regents of the University System of Georgia and by replacing them with others apparently pledged to do his bidding, Governor Talmadge accomplished his announced purpose to bring about the dismissals of members of the faculty of several institutions in the University System. Only in the cases of two of the many persons dismissed were charges preferred, and the evidence indicates that there was no factual basis for these charges. The procedure followed in accomplishing these dismissals was wholly arbitrary and devoid of due process.

¹ See pp. 32-45.

² See pp. 68-83.

³ See p. 91.

Arbitrary action and political manipulation in educational affairs are not in accord with sound administration and are inimical to the welfare of education. They are particularly harmful when they involve an attempt to arouse racial prejudices, especially at a time when it is imperative that the races learn how to live together in harmony.

As indicated in the October, 1941 *Bulletin* of the American Association of University Professors, several of these dismissals are under investigation by the Association's Committee on Academic Freedom and Tenure. These investigations will be carried through to completion and the members of the Association will be informed of the disposition of each case in a published report or otherwise. In the meantime, it is hoped that steps will be taken in Georgia to right the wrongs resulting from this misuse of political power by Governor Talmadge, and to prevent any recurrence of similar reprehensible political behavior to the end that the administration of the state's institutions of higher education may conform with generally recognized educational standards.

The American Association of University Professors commends the Southern Association of Colleges and Secondary Schools for its investigation of this flagrant departure from good educational administration and for the action taken at its meeting of December 4, 1941, suspending from its membership certain institutions in the University System of Georgia.

In his presentation of the 1940 Statement of Principles on Academic Freedom and Tenure for Annual Meeting action, President Deibler reviewed briefly the history of the development of this Statement of Principles and called attention to its endorsement by the Association of American Colleges, American Association of Teachers Colleges, and to the endorsement of the principles embodied in the statement by the Association of American Law Schools. Following a brief but pertinent discussion of certain provisions in the statement, the meeting *voted* unanimously its endorsement.¹

At the last session on the afternoon of December 28, Dr. Ernest V. Hollis, Consultant on the staff of the American Council on Education, presented for the Commission on Teacher Education of that Council a report, entitled "Occupational Status of Persons on Whom the Ph.D. Degree Was Conferred During the Decade 1931-1940."²

¹ For text of statement, see pp. 84-87.

² Dr. Hollis' report will be published in full in the April, 1942 *Bulletin*.

"Social Security Coverage for Colleges and Universities" was the concluding subject on the program. Two papers were presented on this subject: one by Mr. John B. St. John, Chief of the Actuarial Section of the Bureau of Old-Age and Survivors Insurance; the other by Mr. Rainard B. Robbins, Vice-President of the Teachers Insurance and Annuity Association of America.¹ Following the presentation of these two papers, as in the case of other papers and reports on the program, there were questions from the floor and open forum discussion.

At the session of the Council on the morning of December 27, several subjects involving educational policy and Association principles, which seemed to require formal clarification and amplification, had been discussed and referred to the Committee on Resolutions consisting of Professors William M. Hepburn of the University of Alabama, Chairman; Mark H. Ingraham of the University of Wisconsin, John Q. Stewart of Princeton University, Laura A. White of the University of Wyoming, and Victor D. Hill of Ohio University. At the close of the last session of the meeting, this Committee presented several statements of principles and policy concerning war adjustments, totalitarian suppression of academic freedom, the Hatch Act, and a resolution of appreciation of the work of the local Committee on Arrangements. These statements, following brief discussions from the floor, were *adopted* by the Annual Meeting without dissent. They are as follows:

War Adjustments

The American Association of University Professors at its 1941 Annual Meeting recognizes that the war has brought and will bring new and difficult problems to colleges and universities. In dealing with these problems it urges that the faculties be actively consulted and be fully informed of the available facts. It is hoped that generous provisions for leaves of absence, in accordance with the spirit of established principles of tenure, will be granted to staff members to engage in services of national import, whether or not these services are of a directly military nature.

¹ The papers of Mr. St. John and Mr. Robbins will be published in full in the April, 1942 *Bulletin*.

The Association believes that, wherever curtailment of income or additional obligations make necessary new financial arrangements or changes in duties assigned to the staff, the administration and the faculty should determine together the extent of the required adjustments and the methods by which these adjustments can be best accomplished. The means adopted should be consonant with the highest professional standards and best academic procedures and of such a nature that the ensuing sacrifices do not fall unduly on any group within the institution.

Totalitarian Suppression of Academic Freedom

The American Association of University Professors at its 1941 Annual Meeting, in accordance with its well-known philosophy concerning academic freedom and tenure, reaffirms the resolutions adopted at its three preceding Annual Meetings regarding the persecution of teachers and scholars on racial, religious, or political grounds by governments or partisan groups which seek to prevent the search for and dissemination of truth.

The Association expresses its abhorrence of this suppression of intellectual freedom. Its members extend to their colleagues throughout the world, who may be victims of such suppression, their deep and fraternal sympathy.

The Hatch Act

The American Association of University Professors at its 1941 Annual Meeting reaffirms the principles of its 1940 resolution concerning the Hatch Act.¹

The Association believes it is important to emphasize that

¹ 1940 Annual Meeting Resolution concerning the Hatch Act:

The American Association of University Professors at its 1940 Annual Meeting, wishing to support and perpetuate generally recognized principles of academic freedom and tenure, reiterates its conviction that teachers and other scholars everywhere constitute, and should be recognized as members of, an independent profession whose principal function is to search for and disseminate the truth. In that conviction they insist that, although they may in many instances be paid by a state or by the Federal Government, they are not employees of the government in the usual sense. As professional scholars and as educated citizens their search for the truth and efforts to express it should not be hampered by laws designed to eliminate improper political pressure from elections. Therefore, this Association expresses its concern lest generally recognized principles of academic freedom and tenure be violated by enforcement of the Act of Congress known as the Hatch Act, and urges Congress to modify the phrasing of this Act in order to make it certain that college and university professors in the United States are not to be deprived of the rights that they have always enjoyed to write and speak freely on political subjects and to engage in political activity within the limits of accepted academic tradition.

education constitutes an independent profession. In large measure, the usefulness of scholars and teachers depends on their presentation of and search for truth. They should be free from the restraints of legislation designed primarily to cure political evils.

To the members of the Congress of the United States who have considered the views concerning the Hatch Act presented by representatives of the academic profession, the Association expresses its appreciation. It hopes for their continued interest in this subject, and urges the desirability of the early enactment of an appropriate amendment.

Local Committee on Arrangements

The American Association of University Professors at its 1941 Annual Meeting extends to the members of the local Committee on Arrangements its appreciation of their thoughtful work and cordial cooperation with the national organization in the preparation for and conduct of this Annual Meeting in Chicago, Illinois. A most important contribution to the success of the meeting has been made by the members of the Committee: Professors George J. Cady, Northwestern University, Chairman; William E. Britton, University of Illinois; William F. Clarke, De Paul University; Raymond N. Crawford, Central YMCA College; William F. Edgerton, University of Chicago; C. R. Goedsche, Northwestern University; Julius V. Kuhinka, Loyola University; and H. F. Staack, Augustana College.

Following the report of the Committee on Resolutions, the General Secretary spoke of the recent death of Professor George H. Ryden of the University of Delaware, and submitted the following statement concerning Professor Ryden, which was unanimously adopted.

George Herbert Ryden, 1884-1941

The American Association of University Professors at its 1941 Annual Meeting expresses its deep regret at the death on October 11, 1941, of George H. Ryden, professor of history and political science at the University of Delaware, and extends sympathy to his family.

Professor Ryden's career as teacher and scholar, his interest in and knowledge of the work of the Association, and particularly his services as Chairman of Committee E on Organization and Conduct of Chapters, will be long remembered by colleagues throughout the profession.

The General Secretary spoke also in appreciation of the co-operation of the guest speakers who had participated in the program and moved that the Annual Meeting extend to them a vote of thanks. The appreciation of the meeting was unanimously *voted*.

President Deibler declared the meeting adjourned at 5:30 P. M.

ADDRESS OF WELCOME¹

By WILLIAM F. EDGERTON

University of Chicago

I consider it a very high honor to be asked to give the address of welcome to this assembly. The university and college teachers and investigators of the United States and Canada have work to do which, in my opinion, cannot be exceeded in importance by the work of any other professional group in the world. I shall not presume to describe that work, nor to tell you why I think it important. I certainly could not do either of those things adequately in the time allotted to me—and if I did, I should merely be telling you what you know already. But I cannot say anything to you without first having attempted at least vaguely to express my sense of the responsibility resting on anyone who rises to address the national meeting of the American Association of University Professors at the end of December, 1941.

It is difficult to concentrate on the problems of academic life when the existence of our world is being challenged on the battlefield. Nothing that we may do or say in this meeting of our Association will have the slightest importance unless we win the war in which we are now engaged. If the Nazis and the Japanese win, science and scholarship as we understand them will cease to exist on this earth, and teaching, so far as we are concerned, will consist only in the inculcation of the habits of obedience and such simple techniques as the master races may desire to preserve among their slaves. There are probably few persons in this room who would not prefer, emotionally, to be on a battleship or in a munition factory. Some of our colleagues have already left to take up emergency duties of one kind or another; more and more of us, no doubt, will do likewise as the war goes on. The rest of

¹ Delivered at the opening session of the Annual Meeting of the Association in Chicago, Illinois, December 27, 1941.

us—those who still carry on teaching and research—have now more than ever the duty of devoting ourselves to our ordinary tasks, maintaining and improving the quality of our work, so that after victory has been won the scholarly and scientific traditions of western civilization may be found to have survived in full vigor.

II

While as teachers and investigators we have special duties to perform, this Association believes that trustees, administrative officers, and teachers are all engaged in a common task whose purpose is the service of all mankind. The Association seeks and always has sought the cooperation of all parties in the performance of this common task.

It is in this spirit of cooperation that I wish to examine briefly one or two special aspects of the common task and of the machinery under which we operate. I think it is in keeping with the whole history and spirit of this Association that I speak of our duties and not of our rights—and the existing state of war would lead us to do so in any case. Even in peace time, any rights which we may claim are no more than the reflection of our duties. Today, when everything that we value in the world is threatened with destruction, only our duties can be of any immediate interest to us. If I seem, in what follows, to make some allusions to our rights, I shall not be thinking of them as rights but as duties. And if I seem to offer you a series of platitudes, I am not going to apologize for that. If half the world were fighting with the announced purpose of compelling us to acknowledge that two and two make seven, I would not apologize for telling you in all earnestness that in my opinion two and two still make four.

I still believe that all men and women are equal in the only sense in which any American ever understood that phrase. I still believe that all men and women have certain rights which can be alienated only by criminal acts; that among these rights is the right of every man and woman to think for himself and to express his honest convictions both privately and publicly without fear of punishment. I still believe that governments derive their just powers from the consent of the governed, and that the state

exists for the good of the citizen and not the citizen for the good of the state. I believe that self-government is more important than good government. I believe that human beings are capable of being influenced by reasonable argument, and I believe that there is probably something fallacious underlying any opinion which has to be imposed by force, or fraud, or fear.

Today, when these ancient truths, these common rights of all humanity, are being gravely challenged, we who are teachers and investigators in a democratic land have a special duty to defend them. The duty of seeking the truth, and speaking and writing what we believe to be the truth, with all humility but without fear or favor, is a duty which rests specially on us. We cannot perform our special duty in helping to maintain the freedoms of mind and spirit for others if we ourselves do not exercise these freedoms. For us, freedom of investigation, freedom of teaching, and freedom of expression in our ordinary functions as citizens, are not primarily rights which we claim for ourselves: they are primarily duties and responsibilities which we must not only possess but must also exercise, for if we do not exercise them we are falling far short in the performance of the special task for which our fellow citizens support us.

Fortunately for the world, there are many universities and colleges in the United States and Canada where competent teachers and investigators can perform the duties of free investigation, free teaching, and free expression without having any good reason to fear the consequences. I am sure there always were some such institutions, and I think there are strong reasons for believing that the number has increased in the past quarter-century, owing largely to the work of this Association. Furthermore, violations of these fundamental principles are not always the fault of presidents or trustees; professors also, I regret to state, have been known to interfere with the legitimate and appropriate activities of their colleagues.

III

If I venture, in the remainder of this brief paper, to suggest that the fundamental machinery of government of the typical American college or university might possibly be open to improve-

ment, I shall offer this suggestion, too, in the spirit of open and frank cooperation among all parties to a common task.

The history of political democracy showed long ago that whoever ultimately controls the current supply of money can control all the policies of an institution. In all or nearly all American colleges and universities this control is exercised, for most practical purposes, either by the board of trustees or by the president responsible to it.

The ultimate control, of course, lies in the hands of those who ultimately furnish the money—in the case of a state or municipal institution, the legislators who make the appropriations and the voters who elect them; in the case of a privately endowed institution, the donors both rich and poor who give the money. If we were satisfied to use only the income from existing endowments, we might perhaps hope for complete independence, but as long as we want more money this ultimate control by voters and donors will remain one of the facts of life for us. Any plan for the betterment of college and university government which failed to take account of this fact would be as unreal as Sir Thomas More's *Utopia* or Samuel Butler's *Erewhon*.

Under present conditions, therefore, any group of people who may manage the affairs of a college or university will be, in effect, trustees for the potential givers of new money—that is, trustees for the voters or for the owners of private capital, as the case may be—and this fact would not be essentially altered by taking the power of management away from the present boards of trustees and giving it to the faculties. Any college or university which did not make a successful appeal either to the voters or to the owners of capital would simply not get new money, and would therefore pass into innocuous desuetude.

This does not mean that academic policies must appeal to the self-interest of any person or class. There is no more naïve fallacy than that misinterpretation of the philosophic doctrine of determinism which holds that people always act in accordance with their selfish interests. But I think it is true that as long as we want new funds we must somehow convince either the voters or the owners of capital that we are doing something which they want done. At present, this is one of the most important duties

of the trustees and of the administrative officers who represent them. If the trustees were abolished, this duty would have to be performed by the faculties, or by representatives of the faculties.

In order to simplify the problem, let us pass over the distinction between the owners of private capital and the voters—a distinction which is only partially real in any case—and let us say merely that if we are to survive we must convince the public that we are doing something which the public wants done. I take it to be an obvious fact that education and research are two things which the public wants done, and wants done well.

Now, it seems like a truism to me to say that education and research can best be administered by persons who have knowledge and experience gained from actual teaching or research. The President of the Standard Oil Company of Indiana is a man who served that corporation as a clerk from the age of fifteen to the age of thirty-five. This is neither a novelty nor a rarity in American life. There is an old and, I hope, a growing tendency in our business and industrial corporations to place men of that type in high executive office and on their boards of directors—men who know the business from the bottom up. That is a tendency which I welcome. It is motivated, of course, by the self-interest of the stockholders, but I believe the ultimate effect will be beneficial to the public interest. Applying the same principle to colleges and universities, it is not enough to choose as presidents and as trustees men who have attained the bachelor's or even the doctor's degree. Positions of major responsibility in the conduct of teaching and research ought to be filled by persons who have done both teaching and research, and done both well, over a period of years.

How this can be accomplished I do not know, but I leave the problem with you as one which, I think, deserves careful study. Once in a long while a teacher, a scholar, or a scientist does get elected to a board of trustees—usually the board of some other institution than the one he serves. I think it might perhaps be a step in a good direction if the self-perpetuating boards would consider the advisability of regularly electing a certain percentage of academic men and women to their own corporations. My personal belief is that the public would be well served if the re-

sponsibility of choosing the governing board were placed entirely on the shoulders of the faculty—but I realize that that suggestion is utterly remote from practical discussion at the present time.¹

¹ As of January 2, 1941, Committee T found that one out of 228 institutions had faculty representation with voting power on the board of control, while two others had representation without voting power; see April, 1941 *Bulletin*, p. 156.

ENDS AND MEANS¹

By WILLIAM PEARSON TOLLEY

Allegheny College

I should like to bring you the greetings of the Association of American Colleges, and express the hope that there will be a continuance of the friendly cooperation that has marked our relations in recent years.

The members of our Commission on Academic Freedom and Academic Tenure have greatly appreciated the spirit shown by your officers and committees in the joint conferences held to formulate the statement of principles on freedom and tenure to be acted on by both Associations.²

College and university presidents resemble professors in at least one respect: they seldom agree with each other. It has not been at all easy to reconcile the differences among the members of the Commission on Academic Freedom and Academic Tenure of our Association. There was, and perhaps still is, a remarkable divergence of views.

It is, therefore, something of a minor miracle to get the members of our Association committed to any statement on tenure, let alone one that would also be satisfactory to your Association.

Many differences of opinion, however, disappear when there is free and full discussion. The problem of academic freedom and tenure is one that requires repeated examination and study. Even deep-rooted prejudices give way when the evidence is sufficiently clear. Thus, when the discussion is an honest effort to find a common ground, and then explore the implications of contrasting points of view, something occurs that is strangely like the learning process that takes place in seminars and classrooms.

This has been the great value of the meetings with the repre-

¹ Address delivered at the Annual Dinner of the American Association of University Professors in Chicago, Illinois, on December 27, 1941.

² For text of statement see pp. 84-87.

sentatives of your Association. They made possible an honest meeting of minds for honest understanding. And because they were meetings where light was welcome, agreement was not so difficult to find.

I hope no one here thinks of the new statement as a perfect instrument. It is far from perfect. There are sections which will not be greeted with enthusiasm by the members of either Association. There are provisions the value of which will not be known until they are put to the practical test of experience. It is, however, a better statement than we have had before, and I am hoping that you will take favorable action upon it tomorrow. As we enter a new period of tension and trouble, it is important that we shall not be in irreconcilable conflict, but shall stand together.

II

It was Hermann Lotze who said, "To be is to stand in relation." Nothing exists in isolation from the rest of the universe. We live in an interdependent world, a world of intimate, causal relations.

Obviously we cannot discuss the problem of academic freedom and tenure except against the background of war. And against this background we are tempted to dismiss the problem as one of little importance. When the most urgent question is whether there is to be any freedom anywhere, it seems idle to worry about the freedom and economic security of any particular profession. The nation is at war, and until the war is won everyone's freedom is imperiled.

Thus the fact that once more the Association of American Colleges and the American Association of University Professors are reaching a new agreement on the principles to be observed in the protection of academic freedom and tenure for college and university teachers does not arouse the interest it would have in other years. For the time being even the college presidents have ceased to worry about it. Just at present they are having other nightmares.

Colleges, as we all know, are among the first casualties of war. Male enrollments have already been adversely affected and next year may fall to half their present size. If industrial production

is to be increased at the same time eight million men are called to arms, the boys of college age will not be left in school. In the first world war our colleges were protected against financial loss by government support of the Student Army Training Corps, but in the present war help of this sort is not in sight. Because of the probability that it will be a long war, it is expected that the government will encourage the training of engineers, doctors, chemists, physicists, and certain kinds of technicians. This, however, will not save the arts colleges or the law and graduate schools. These institutions will be seriously crippled and, if the war continues indefinitely, may be forced to close their doors.

It is evident, therefore, that college faculties may soon be reduced in size. And while financial exigencies will be real, there will doubtless be many violations of the spirit of our new statement if not of its letter. Presidents who admire the methods of Mr. Hitler and Mr. Stalin will probably have a field day. I do not envy your officers their task in the years which lie ahead.

Nevertheless, we would do our country and the cause of education a great disservice if we should permit the war to cancel the gains that have been made in the fight for academic freedom and tenure. The new statement represents a significant advance over anything we have had before and its adoption last year by the Association of American Colleges was a notable achievement. Now that we have it, or are about to have it, it must be defended. The coming of war does not alter the standards of good administrative practice. It does not justify coercion or intimidation. It does not warrant unnecessary dismissals.

If we are at war because freedom and democracy are in jeopardy, freedom and democracy are certainly ideals to be respected in the administration of schools and colleges. If the war is a fight for freedom, the head waters of freedom need even more protection than before.

Education has suffered in the past because it did not know its own strength. It will suffer again if it makes no organized protest when there is clear evidence of bad management within or unnecessary interference from without. Thus, criminal sabotage like that of Governor Talmadge is not a local or state issue. It is an attack on all American schools and on the American safeguards

of freedom. It is as treacherous as any fifth column. It is more sinister than a frontal attack.

In time of war, education needs to be particularly on guard. Patriotism should not demand the abandonment of wisdom and judgment. Essential freedoms should not be too quickly surrendered. In so far as possible, the poison of intolerance and hatred should be kept out of the schools. If we are not alert against evil, we may find that, in our preoccupation with winning the war, we have won nothing else.

Against the background of war, the protection of academic freedom and tenure may not appear important. If, however, we project the war itself against its total background we shall discover that freedom and tenure are immeasurably more significant than we have dared to think.

III

In looking back upon the period from 1871 to 1914, the people of Europe may well wonder if this was not their golden age. In these years, as Spengler says, "existence and progress among the white races ran so incredibly calm, secure, peaceful and care-free that one may search in vain through the centuries for anything analogous."¹

This was a time when travelers could cross practically every frontier except those of Turkey and Russia without a passport. It was a time when the money of any country could be exchanged with little discount for that of any other. It was a time of mutual confidence, of expanding trade and credit, of increasing wealth and leisure, of steady gains in standards of living.

The influence of Christianity in this period was reflected in a liberal culture which made tolerance, good will, humanity, and freedom the ideals accorded greatest respect. Referring to this time, William H. Chamberlin observes:

The definition of civilization that would have met the most general acceptance among the educated classes of all countries would have been phrased in liberal terms.

¹ Oswald Spengler, *The Hour of Decision*, Alfred A. Knopf, New York, 1934, p. 16.

Freedom of speech and press and religion and academic research. Freedom of travel and residence in foreign countries. Some form of elected national legislative body. Legal protection of persons and property against arbitrary imprisonment and confiscation. These would have been accepted as the distinctive marks of a civilized, as contrasted with a barbarous, state.¹

All this has gone. Since 1914 Europe has witnessed a complete collapse of liberal culture. It has experienced one of the swiftest breakdowns in the history of civilization. Except in England and the small democracies Europe was in the grip of a new iron age years before the outbreak of this latest war.

On Thanksgiving Day, 1936, Wythe Williams, one of the best informed of the foreign correspondents, completed the writing of his book, *Dusk of Empire*. His closing words were these:

The sun rises and sets—and it rises again. But it no longer beams steadily upon the Old World . . . The European continent has passed its zenith of splendor, and is now in the long twilight.

The first place in the sun is today thrown open to the United States. If it is occupied, then world civilization may not only remain intact, but rise to a brilliance beyond imagination. Otherwise we may live to witness a spectacle that the mind does not even grasp, more somber by far than the twilight of empire. For it is dawn of the Gods—or dusk.²

The future of liberal culture no longer depends upon the state of civilization in Europe. The leadership has passed from the European continent to the United States. In time we too may be destroyed by the infernal cycle of war and revolution, but for the present we are the world's greatest power and perhaps its only hope.

As Chamberlin says,

The balance of cultural exchange between Europe and America in former generations was in favor of the older continent. American scholars and students owed a vast debt to the universities, to the conservatories and art galleries and laboratories, to the historical and artistic monuments of Europe . . .

¹ William H. Chamberlin, *The World's Iron Age*, Macmillan, New York, 1941, pp. 3-4.

² Wythe Williams, *Dusk of Empire*, Scribner's, New York, 1937, p. 317.

Now America is the desired refuge of the European intellectual, harassed and persecuted beyond endurance in his native land or fleeing from foreign invasion and conquest.¹

Nor will the conclusion of war end this migration of culture. In many fields of scholarship America has outdistanced all other lands, and more and more will attract scholars and students from the Old World.

America's industrial strength is many times that of Europe. In ability to produce for war she is more than a match for the rest of the world. There is no likelihood, then, of military defeat or any exhaustion of reserves such as that faced by Japan and the countries of Europe.

There is, however, the prospect of a long succession of wars because of our reluctance to join and lead a league of nations backed by effective military power and prepared to organize the world for peace.

According to Spengler,

We have entered upon the age of world wars. It began in the nineteenth century and will outlast the present and probably the next. It signifies the transition from the eighteenth-century world of states to the *Imperium Mundi*. It corresponds to the two terrible centuries between Cannae and Actium, which led from the form of the Hellenistic world of states, of which Rome and Carthage were two, to the *Imperium Romanum*. Just as the latter embraced the field of classical civilization and its radiations—that is, the Mediterranean world—so will the former be the destiny of our globe for an indefinite period of time, . . . We live today “between ages.”²

There is more truth than we care to see in this prophecy. It is a warning that we must not retreat again to isolationism when the war is over. The hour has struck when America must seize its opportunity to acquire world leadership in a federation of nations. It is our only hope of avoiding the destructive and debilitating wars that would usher in a totalitarian empire of the world.

¹ Chamberlin, *op. cit.*, p. 9.

² Spengler, *op. cit.*, p. 24.

IV

If the first danger is a succession of world wars, the second danger is that of the power of the state. The distinguishing marks of all the political revolutions abroad are the triumph of politics over economics and the victory of the state over the rights of individuals. In one country after another the old forms have been destroyed and in their place is a state with absolute power. Marx with his economic man is as out of date as Adam Smith. The state is now master of all it surveys. Economics has been pushed back into second place, liberty has been completely surrendered, and the chief end of the state is war.

The revolution in our country has not followed the violent form of those in Europe, but it has been no less real or effective. Capitalism has been captured by the federal government, and Washington has become more and more the center of economic power. And as the power of the state has increased, steady inroads have been made on personal freedom.

In this country, however, the authority of the state is checked by the survival of free institutions. In recent years, the press has lost much of its power to influence public opinion, and it will lose still more, but it is still an important safeguard of liberty. The radio is theoretically free, but for all practical purposes is an arm of the state and can be taken over on a moment's notice. In any crisis, we may be sure that the radio will be on the side of the party in power. Freedom of speech and assembly have been as much honored in the breach as in their observance, but we do enjoy an unusual degree of freedom and for this we should be grateful. Freedom of speech and freedom of assembly are, however, liberties dependent on the vitality and strength of other free institutions.

There remain then, in addition to freedom of the press, only the freedom of the churches and the schools. Religion, education, and the press are the only significant forces left to check the power of the state. And as the state claims more and more authority, as perhaps it must in time of war, all of these free forces are under increasing compulsion to keep silent or get in line.

The churches can be counted on to do their full share and more,

but in the case of the schools we cannot be so sure. Because education is so generously supported by public funds, there is the constant danger of political interference. "He who pays the fiddler calls the tune." Only tradition and the standards of freedom enjoyed by faculties in privately endowed colleges and universities protect state supported education. Thus the standards of freedom and tenure fought for by your Association are of critical importance. They are the most effective barrier we have against political dictation. And because of America's influence and authority as a nation, their bearing on the future of this country has significance for all the world.

V

In his book, *Ends and Means*, Aldous Huxley reminds us that,

About the ideal goal of human effort there exists in our civilization, and for nearly thirty centuries, there has existed a very general agreement. From Isaiah to Karl Marx the prophets have spoken with one voice. In the Golden Age to which they look forward there shall be liberty, peace, justice, and brotherly love. "Nation shall no more lift sword against nation"; "the free development of each will lead to the free development of all"; "the waters shall be full of the knowledge of the Lord as the waters cover the sea."

Almost always the quarrel is not about the goal but about the means. Isolationists and interventionists were equally concerned about America and the part it should play to make a better world. Where they parted company was in the choice of means.

In the quarrels between college presidents and the American Association of University Professors there has been little or no disagreement as to the ends desired. The difference of opinion has been about the means.

From the beginning there was grave distrust of your Association, and there have been bitter conflicts. But with the passing of the years, you have forced more and more of the colleges to see that the means determine the end, and that tenure is a means necessary to freedom. Without the protection of tenure, all talk of freedom is empty.

As the introduction to the new statement so well says:

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extra-mural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Good ends can be achieved only by appropriate means. The end never justifies the means. To the contrary, the means determine what the end will be. If we safeguard the means, the ends will take care of themselves.

Let us not underestimate the importance of the new statement on which your Association acts tomorrow. Through its influence, more attention will be given in every college to the means which safeguard freedom. Backed by the approval of both Associations, it will remind all college and university presidents that

*"Him, only him, the shield of Jove defends
Whose means are fair and spotless as his ends."*

THE DETERMINATION OF POLICY UNDER THE PRESENT FORM OF COLLEGIATE AND UNIVERSITY GOVERNMENT¹

By FREDERICK S. DEIBLER

Northwestern University

Our Association at a very early date in its history became interested in university and college government. As an Association, we have been particularly concerned with the part played by the faculty, as distinguished from the administrative officers, and the board of trustees, or other governing boards. The Association's Committee T was set up to study the place and function of faculties in the government of our educational institutions. During recent years, under the chairmanship of Professor Paul W. Ward, Committee T has carried on further extensive investigation of this subject, and several reports have been published by the Committee on the progress of its study, the last one appearing in the April, 1941 *Bulletin*.

It is not my purpose to enter into a consideration of the materials which the Committee has covered so well in its studies. I wish, rather, to direct attention to an aspect of college and university government that impresses me as being of great significance, namely, the determination of policy in modern educational institutions. What I have to say is not the result of a formal investigation, but consists of some conclusions which I have reached, partly from observation, and partly from reading the experiences that have been recorded in the *Bulletin* as the result of special investigations conducted by this Association. I am not suggesting a plan of action, but, if what I have to say has substance, I believe that thoughtful administrators, as well as faculty members, will do

¹ Retiring address of the President of the Association, delivered at the Annual Dinner of the American Association of University Professors in Chicago, Illinois, on December 27, 1941.

well to ponder the points raised, and to weigh their bearing on the operation of the government of their own particular institutions.

II

Broadly speaking, we may say that there are two types of academic institutions in the country, namely, state supported schools and those privately endowed. The government of both types of institutions bears striking resemblances to that which prevails in modern business corporations. In the state schools there is generally a state board, either elected or appointed, and this board has the legal authority to make appointments to the faculty and to pass upon the educational policy of the institutions under its jurisdiction. In the privately endowed schools, there is generally a self-perpetuating board of trustees that exercises similar authority in these institutions. These governing boards correspond to the board of directors of a business corporation, the administrative officers to the management, and the instructional staff to the employees.

The resemblances are found also in the structure of the government itself. In the draft of by-laws, or codes of operation, it is plainly evident that responsibility and lines of authority have taken the same general form that is regularly found in the business corporation. There is a president, or chief executive, who is directly responsible to the governing board; deans, or subordinate executives, responsible to the president; and members of the faculty who are appointees of the governing board and responsible to the executive officers.

For my purposes, I think I need not press this point further, because what I am saying is familiar to all of you. What I wish to do is to direct your attention to the striking differences between the responsibilities of the governing boards of educational institutions as contrasted with the functions of similar boards in business corporations.

While business concerns and educational institutions have some comparable characteristics, their objectives are quite different. Both institutions, when corporate bodies, have charters that must conform to the laws of the state. Both have the problem of determining policy, of administering that policy, and of testing the ef-

fectiveness of the administrative officers. But when it comes to the question of the objectives, the striking differences between the two institutions become evident.

The purpose of a business corporation, so far as the board of directors is concerned, is to show receipts in excess of expenditures, otherwise known as profits. There is a very definite and easily understandable measure of the efficiency of the management of a business concern. I refer to the profit and loss statement. If the operating records are kept in a proper form, any intelligent member of the board of directors, whether he be familiar or not with the technical operations of the business, can, by examining the operating statement, form an intelligent judgment concerning the effectiveness of the management in carrying out the policy of the concern.

The purpose of an educational institution may be said to be twofold. First, it is the storehouse of the accumulated knowledge of past ages which the teaching staff endeavors to communicate to the rising generation. In the second place, it undertakes to extend the boundaries of knowledge through the process familiarly known as research. There is no comparable balance sheet for an educational institution by which the members of the governing board can evaluate the effectiveness of its operation. An educational institution has, of course, a financial statement, but all that such a statement will show is whether the institution has lived within its budget, and, if proper controls have been set up, whether the funds have been carefully and economically managed. It is a truism to assert that an educational institution is not run for profit; its success, therefore, cannot be measured by a profit and loss statement. Its product is an intangible thing and its success cannot be measured by standards that are effective in testing the successful operation of a business corporation. Even if there were an educational balance sheet, it would require technical knowledge to read it, and to form an intelligent opinion of the wisdom of the educational policy that it envisaged.

III

Recognition of this difference between the business corporation and an educational institution raises some serious questions con-

cerning the adequacy of the present form of government that prevails in most of our institutions of higher learning. As pointed out above, the governing boards have final authority over appointments, dismissals, budgets, and educational policy of the schools under their respective jurisdictions. In neither type of institution are the members of the boards chosen primarily for their knowledge of educational institutions or of educational policy. Appointments to state boards may depend upon political ties, while appointments to the boards of privately endowed institutions are likely to be motivated by the hope of additional financial support. In neither case is there much assurance that the members will possess the technical knowledge that will fit them for the special responsibilities that the law places upon them. They may represent a broad, cross-section of the community and possess an intelligent understanding of the general social implications of education in a democracy. They may be well fitted also to pass upon the financial policies of an institution and on the best ways to preserve the financial resources that are committed to them. But when it comes to the primary purpose of an educational institution, namely, its educational policy, members of governing boards have at best limited qualifications to perform the functions that are theirs under the law.

The result of this situation is that, under the form of government that now generally prevails in our educational institutions, the governing boards rely upon the wisdom of the administrative officers who present proposals to them for approval. The boards have appointed these administrative officers to assume just this responsibility, and to question their recommendations would be a reflection on their own wisdom in making the appointments. Little effort is made to evaluate the wisdom of the policy itself, or to discover how representative it is of faculty judgment or how significant to the educational welfare of the institution. The board must take action and its action determines policy. So long as a proposal does not make additional budgetary demands, it is likely to be approved.

I am convinced by what some members of governing boards have said that some of them at least are aware of their limitations to pass intelligently on many matters that are presented to them for

action. This limitation is felt especially in connection with questions of educational policy. Nevertheless, in comparatively few institutions have plans been developed by which the total resources of an institution are brought to bear on the development of that policy. While in the division of responsibilities the by-laws usually assign certain functions to the faculty, it is my observation that, generally speaking, instead of calling upon the faculty for consideration of major questions of institutional policy, the faculty are asked to pass upon minor and routine issues that are of no great moment in the life of the institution. It would seem evident that the teaching staff, men who have spent years in study and in preparation for a life of teaching and research, would have a keen appreciation and understanding of the purposes of education, and that, therefore, their knowledge and experience would be utilized in the determination of all educational policies.

However, no one can long be a member of Committee A on Academic Freedom and Tenure and read the correspondence that regularly comes to the national office without becoming deeply conscious that the faculties of many, if not most, of our institutions have a minor voice in the determination of major questions of policy. In fact, there is plenty of evidence in our records to show that they are frequently treated simply as employees and told what to do, and are dismissed when independence in thinking runs counter to administrative wishes.

IV

This situation is very different from that found originally in educational institutions. Historically, an educational institution was a community of scholars. All functions of the institution, teaching, research and administration, were performed by members of the staff. Long ago, however, owing to the increased size of institutions, a division of labor took place and some members devoted their time exclusively to administration, while others were left free to devote their time to teaching and research. Later, layman governing boards became an integral part of college government. More and more these bodies have come to be recruited from the ranks of business men. The division of labor noted

above commended itself, especially to members of the governing boards, as it conformed to the canons of efficiency with which they were familiar in private business. Under the influence of this structure of collegiate government, members of the faculty have been forced more and more into the status of employees and have lost the status of a community of scholars, capable of determining educational policy.

No one, I think, who is familiar with our modern educational institutions would quarrel with the application of the principle of a division of labor *per se* in the conduct of the varied tasks of an institution. The result that is open to debate is twofold, namely, that those in charge of the business affairs have become so impressed with the importance of their tasks that they undertake to dominate the policy of the institution. In the second place, there is grave danger in the separation of functions that the administrative officers may become so engrossed with the question of new buildings, the raising of new funds, the safeguarding of endowments, and the balancing of budgets, that the main purpose for which the institution exists will be lost sight of. Administration may become an end rather than the means of accomplishing the true purposes for which the institution exists.

With the faculty pushed into the background and given little responsibility for decisions on major questions of policy, more and more those in charge of the business side of an institution have assumed the responsibility of determining that policy. Not infrequently these persons look condescendingly upon the faculty as incapable of rendering sound judgments on "practical" questions. It is my judgment that this attitude tends to create the very condition that is condemned, if, in fact, it really exists. There is no great mystery about the business side of an educational institution, and, possessed of the facts, there are plenty of members of the staff who are quite as competent of rendering an intelligent judgment as the so-called "practical" men in charge of the business affairs.

An educational institution is in fact a great cooperative undertaking and all of its resources should be subordinated to the two main purposes for which it exists. To relegate the faculty to the status of employees is tantamount to dwarfing much of the driving

force which contributes to the success of an institution. Within his own sphere of learning, the faculty member is more like an *entrepreneur* than an employee. With the tools at hand, he endeavors to break through the veil of ignorance, and strives to extend the horizons of understanding. The wise administrator, recognizing this fact, will endeavor to harness this energy in the promotion of the main purposes of the institution.

The responsibility for the situation that now exists in the government of institutions of higher learning rests partly with the governing boards and partly with the administrative officers. While the governing boards are responsible for the by-laws, or codes of operation, many of the members of such boards are not in a position to be fully aware of the consequences of the division of responsibilities that have been incorporated in the by-laws. They have drawn on the only experience with which they are familiar, namely, the business corporation, and have incorporated similar lines of authority for the university or the college which have worked successfully in the business field. It has not occurred to them to consult the faculty in the determination of the form of government under which the institution is to operate. They have assumed without inquiry that the form of government that works well in a private business will be successful in an educational institution.

On the other hand, the administrative officers are, in my judgment, even more responsible for the character of college government than the governing boards. The mechanism of government is of less importance than the spirit which operates the mechanism. Presidents, deans, and other administrative officers occupy executive positions, and it lies within their power to determine the character of the government that prevails and the extent to which the faculty participates in the determination of educational policy. In the majority of instances, these men have previously been members of the teaching staff and one might assume that this experience would make them sympathetic with the faculty point of view.

Observation seems to prove, however, that too generally something happens to the faculty man when he becomes an executive official. The portrait which President Wilkins painted for us last

year of "The Professor Administrant,"¹ I am inclined to believe, was rather of himself than typical. I am sure that the members of the profession could wish nothing better from the administration than that all administrators could fit the model that President Wilkins drew for us. But judged by the records of this Association, I fear that at the present time my conclusion is nearer reality than his portrait. Too frequently "The Professor Administrant" forgets his former attitude and takes on a purely executive attitude in the administration of the authority that rests with his position. Something seems to happen that makes him jealous of his authority and he soon justifies his new attitude by the formal division of power laid down in the by-laws of the institution. One university president has phrased the situation I have in mind as follows: "College administrators are human, and they hold power. Wherever humans hold power, there is a temptation to tyranny; and where there is temptation there is yielding."²

Nevertheless, it does lie within the power of presidents and deans to determine the extent to which the faculty participates in the framing of the educational policy, regardless of the formal rules or by-laws of the institution. Whether or not this is done depends upon the attitude of the particular administrators. Some recognize their own limitations and desire advice and counsel. Besides, such men are likely to be conscious of, and sensitive to, the fact that successful performance by members of the faculty depends upon a feeling of loyalty and good will. These cooperative attitudes can be secured only when the members of the faculty are treated as equals and are made to feel that the work of the institution is a joint responsibility. A former university president has expressed similar views in the following terms: "But the professors in a university or college are not, and should never be considered, the subordinates of the president. They are colleagues, striving to ascertain and impart truth, and any attempt to treat them as agents employed to carry out directions degrades both them and the scholarship for which they stand."³

I think it can be shown that the spirit of an educational institu-

¹ See February, 1941 *Bulletin*, pp. 18-28.

² Henry M. Wriston, "Academic Tenure," June, 1941 *Bulletin*, p. 337.

³ A. Lawrence Lowell, *What a College President Has Learned*, 1938, pp. 11-12.

tion is the product of great personalities, generally functioning through the classroom. A great personality may be called into an administrative position, and if so, the force of his character is revealed through his leadership. This leadership is made manifest by the enthusiasm and loyalty to a common cause which he is capable of generating among the members of the staff of the institution over which he presides. Loyalty and enthusiasm are never the products of dictatorial authority.

Unfortunately, many administrators are not endowed with this type of leadership. Some have such supreme confidence in their own opinions and judgments that they are incapable of counselling with faculty members, or of striving to secure the cooperative loyalty of the teaching staff. There are others who are so impressed by what they regard as efficiency that time spent with faculty committees in the development of educational policies is thought to be wasteful. They believe that wiser decisions can be made by the executive officers and the decisions can be reached in less time. It is my belief that both types of administrators are losing sight of some of the most important, even though subtle, assets of an institution. Again I find words from a wise administrator who has expressed views similar to those I am advancing. He says: "In short the administrator must not forget that every organization needs team play for success, and this in turn means mutual sympathy and devotion."¹ I have no doubt that the members of this audience can call to mind from personal experiences the type of administrator that I am describing, so that I will not pursue this line of thought further. The evidence seems conclusive, however, that the type of government which generally prevails centers great authority in the hands of the administrative officers, and that the members of the faculties play a minor rôle in the determination of major questions of policy.

V

If this portrayal of the conditions of college government is reasonably accurate, and I believe it cannot be successfully disputed, it would seem that no extended argument is necessary to

¹ *Ibid.*, pp. 19-20.

establish its fundamental weakness. Those who are clothed with the legal authority to determine the policies of an institution have at best limited qualifications for the responsibilities that are legally theirs. Besides, from the nature of their relations to the institution, members of governing boards devote only a small amount of time to this task. Membership on the board is not their primary business in life. Naturally then they are called upon to take responsible action on many questions for which they possess limited qualifications for rendering a wise decision. They accept as a matter of course the recommendations of the executive officers. Little effort is made to bring the judgment and experience of the members of the staff to bear either on the initiation or the determination of policy.

Our Association is on record as favoring some form of procedure that will bring faculty opinion to bear more directly than now upon the determination of educational policy. Because of the general set-up that I have been describing, the regular channel for communicating with the governing boards is through the administrative officers. This gives to these officers the opportunity, which the members of the faculty do not have, to impress their individual opinions and judgments upon the minds of members of the governing board. There is no opportunity for the members of the governing board to hear opposing points of view. In fact, should a member of the staff express a view opposed to the administrative officers, it may be cause for his dismissal. Such instances are not unknown in our records. Besides, since the accountability of these officers is legally to the board, they frequently feel little responsibility to inform the faculty of action contemplated or taken. At times, it seems that their attitude may be expressed by the familiar jargon, "What the faculty members don't know, won't hurt them."

VI

Granting the wisdom of entrusting greater responsibility for determining educational policy to members of the staff, the question still remains how this end can be accomplished. While practices in different institutions vary widely on this point, there is plenty of evidence in the records of this Association to prove that

faculties at the present time play a minor rôle in shaping major educational policies. In some institutions provisions exist whereby members of the faculty meet regularly with members of the trustees to discuss and initiate institutional policy. Such plans, however, are in the minority. In others, a provision exists whereby, upon the request of a stated number of members of the staff, the governing board will receive a representation from the faculty. While such a plan is better than nothing, it is not particularly effective for reasons that I think are evident. In the first place, if the only contact between members of the faculty and members of the governing board is on occasions of this formal kind, the stage is set psychologically against the faculty representatives. They are being granted a privilege, and, however meritorious their proposals, they have two strikes on them before they begin. In the second place, if the faculty viewpoint should be opposed to that of the administrative officers, they are at a still greater disadvantage. The administrative officers are likely to be present and hear the faculty statement, but the faculty committee is not likely to hear the reply of the president or even be present at the time the decision on the issues raised is reached by the governing board. The two groups do not meet on a man-to-man basis to consider a common problem. For such conferences to be really effective, there must have been developed prior to the conference a basis of mutual confidence so that all present are on an equal footing in considering a common cause. If such an atmosphere of mutual confidence has been previously developed, faculty-trustee conferences can be made to work to the welfare of an institution. While the right to petition a governing board on any matters of interest to the faculty is of importance, it is my belief that faculty conferences with members of the governing board of the kind I am here describing do not accomplish a great deal or hold much hope for improvement in university government.

The reasons, I think, are clear. There are serious obstacles in the way of developing a basis of mutual confidence between members of the board and members of a faculty. The trustees are generally busy men, and any additional claims on their time for a purpose of this kind are likely to be burdensome. In the absence of some natural and informal basis by which the faculty and mem-

bers of the board may be brought together, faculty-trustee conferences are likely to be stilted affairs and promise little in the direction of enhancing faculty influence in determining educational policy.

VII

For faculty influence to be really effective in determining educational policy, it seems to me that there must be some provision for representatives of the faculty to meet regularly as a matter of right with members of the governing board. By this means these representatives would be familiar with all questions of policy that were being considered, and would be in command of all facts that were presented as the basis for the determination of policy. On occasion they could bring to the board the opinions of the faculty on important questions that were under consideration. If this opinion differed from that of the administrative officers, the board would be in a position to utilize these differences to broaden its own information and understanding as a condition for rendering its decisions. Without undertaking to suggest any particular plan or mode of operation, I submit that if the faculty is to exercise greater influence on the determination of the educational policy of an institution than now, the members of the faculty must be in possession of all the facts bearing on the policy and must be in a position to express as a matter of right an opinion at the time the decision is rendered.

The ineffectiveness of faculty-trustee conferences as generally held is even greater in dismissal cases than in the consideration of questions of policy. The position of our Association on the appropriate procedure in dismissal cases is well known. It is at present codified in the declaration of principles that was worked out with the representatives of the Association of American Colleges, and is published regularly in the February issue of the *Bulletin*. We hold that, after a reasonable probationary period, the tenure of a member of the staff should not be subject to the arbitrary will of the administrative officers. In setting forth this principle, we are not engaged in protecting incompetence, as is sometimes alleged. On the other hand, we believe that a member who has served a reasonable probationary period should be on permanent

tenure, and in case of any attempt to dismiss him, he should be given a statement of the charges in writing and be afforded an opportunity to answer these charges. We believe that if the administrative officers have a genuine case against a member of the staff, they should be willing to submit the evidence to a competent jury. Likewise, if the teacher believes that the charges are unfounded, he, too, should be willing to present his case to a competent jury. The fairness of this position is receiving the assent of fair-minded men, as is witnessed by the growing recognition of this procedure by other professional organizations.

However, under the form of government that now prevails in most institutions, "hearings" by governing boards in dismissal cases are too frequently perfunctory affairs. I have in mind now a recent "hearing" in which the competence of a dismissed member of a staff was involved. The president of the institution read the charge before the members of the governing board. The professor denied the charge. There was no attempt on the part of the governing board to determine the truth or falsity of the charge. The members of the board voted to support the president. Such proceedings are a travesty on justice, and it is only when our Association makes an investigation and publishes a record of the case that the community learns of the injustice done. Frequently, this is a meager recompense for the dismissed member of the staff, who is likely to find a readjustment of his plans a very difficult life problem.

VIII

Our Association is striving to secure for members of the profession the recognition which their contributions to the welfare of mankind merit. There is plenty of evidence in the experience of the Association during its first twenty-seven years to warrant the conclusion that we have made substantial progress. However, violations of the principles for which we stand still require the major portion of the energies of the national officers. Viewed from this angle, it would be easy to be pessimistic over the general situation. But we should not forget that the Association is engaged in an educational process, and the number of cases that come to us enlarges the opportunity of bringing the principles of the

Association to an ever widening circle of persons. The wisdom with which we handle these cases is the chief means for enlarging our influence. We have to rest our case at the bar of public opinion. Our records show that more and more administrators and members of governing boards are turning to our Association for advice and counsel on a great variety of problems of collegiate government. This is a gratifying recognition of the service that our Association is endeavoring to render the profession. If we make as much progress during the next twenty-five years as we have during our first quarter of a century of experience, we may hope to see the influence of the faculty in determining all major questions of educational policy greatly enhanced. We may hope also, I believe, for the elimination of the concept that members of the faculty are merely employees, and in its place the restoration of the concept of a community of scholars cooperating with the other agencies of an institution in a common cause.

HIGHER EDUCATION AND THE WAR

U. S. Office of Education Wartime Commission

On December 23, 1941, at a meeting called by Dr. John W. Studebaker, United States Commissioner of Education, at the request of the Honorable Paul V. McNutt, Federal Security Administrator, there was appointed and organized the United States Office of Education Wartime Commission with the following personnel:

- J. W. Studebaker, U. S. Commissioner of Education, *Chairman*
Bess Goodykoontz, Assistant Commissioner of Education, *Vice-Chairman*
Fred J. Kelly, Chief, Division of Higher Education, *Executive Director*
John Lund, Senior Specialist in the Education of School Administrators, *Assistant Executive Director*
Harry A. Jager, Chief, Occupational Information and Guidance Service, *Assistant Executive Director*
Selma M. Borchardt, Washington representative, American Federation of Teachers
Francis J. Brown, Executive Secretary, Sub-Committee on Military Affairs of the National Committee on Education and Defense
Morse A. Cartwright, Director, American Association for Adult Education
Francis S. Chase, Secretary, Virginia State Teachers Association, and Secretary, National Association of Secretaries of State Teachers Associations
John W. Davis, President, West Virginia State College, representing the Conference of Negro Land-Grant Colleges
L. H. Dennis, Executive Secretary, American Vocational Association, and Secretary, National Committee on Education and Defense
Walter C. Eells, Executive Secretary, American Association of Junior Colleges
Paul L. Elicker, Executive Secretary, National Association of Secondary-School Principals of the National Education Association

- Howard V. Funk, Principal, High School, Bronxville, N. Y., representing National Congress of Parents and Teachers
- Willard E. Givens, Executive Secretary, National Education Association
- Ralph E. Himstead, General Secretary, American Association of University Professors
- H. V. Holloway, Superintendent of Public Instruction of Delaware, and Secretary, National Council of Chief State School Officers
- C. B. Hoover, Dean of the Graduate School, Duke University, representing the Association of American Universities
- Rev. George Johnson, Director, National Catholic Welfare Council
- Mary E. Leeper, Executive Secretary, Association for Childhood Education
- Howard H. Long, Assistant Superintendent of Schools, Washington, D. C., representing the American Teachers Association
- Kathryn McHale, Secretary, American Association of University Women
- Carl H. Milam, Executive Secretary, American Library Association
- N. P. Nielson, Executive Secretary, American Association for Health, Physical Education, and Recreation of the National Education Association
- Eva Pinkston, Executive Secretary, Elementary School Principals Department of the National Education Association
- Frederick L. Redefor, Director, Progressive Education Association
- Alexander G. Ruthven, President, University of Michigan, and President of the National Association of State Universities
- S. D. Shankland, Secretary, American Association of School Administrators of the National Education Association
- John J. Seidel, State Director of Vocational Education, Maryland, and President, American Vocational Association
- Guy E. Snavelly, Executive Director, Association of American Colleges
- A. J. Stoddard, Superintendent of Schools, Philadelphia, and Chairman, Educational Policies Commission (William G. Carr as Alternate)
- Charles H. Thompson, Dean of the College of Liberal Arts, Howard University, representing the Association of Colleges and Secondary Schools for Negroes
- Edna Van Horn, Executive Secretary, American Home Economics Association
- T. O. Walton, President, Agricultural and Mechanical College of Texas, representing the Association of Land-Grant Colleges and Universities

J. C. Wright, Assistant U. S. Commissioner for Vocational Education

George F. Zook, President, American Council on Education

In the course of his remarks at the organizational meeting on December 23, in reference to the functions of the new commission, Mr. McNutt said:

. . . The object is (1) to facilitate the adjustment of educational agencies to war needs, and (2) to inform the Government agencies directly responsible for the war effort concerning the services schools and colleges can render, and (3) to determine the possible effects upon schools and colleges of proposed policies and programs of these Government agencies.

When such an organization is in operation in connection with the Office, I shall be glad to receive from time to time, through the Commissioner, the definite proposals for Government action which need to be brought to my attention. I shall assist in the development of those proposals which seem to me to be feasible by assuring their proper consideration by the appropriate Government Officials, including the President.

At the December 23 meeting, Dr. Studebaker spoke as follows:

To be of the largest possible service to the Government in general, to a number of agencies of the Government in particular, and to organized education throughout the Nation, the Office of Education now needs and requests the united assistance of a workable group of key officials in or near Washington engaged in different fields of education. Acting upon Administrator McNutt's request, I am, therefore, establishing the Office of Education War-time Commission.

The establishment and operation of this Commission will in no way impede, but rather will facilitate the continuing operation of existing educational organizations and committees. It is my earnest hope that the autonomy and effectiveness of the organizations represented in this united Commission will be preserved. It is believed that through the work of this Commission, schools, colleges, and libraries will be able to render even greater service to the Nation at this time of crisis. The people of the country have a right to expect this united effort by the Government and organized education.

The United States is at war, a war which has made a science of crime and violence and trickery. Terrific and treacherous power

is being organized against us in different parts of the world. Never before was this Nation in such a dangerous situation; never did civilization have so much at stake in the outcome of a mighty struggle. Nothing matters much at present unless we win the war.

This Wartime Educational Commission, which is now being established, we believe is the best general organization to enable the Office of Education and the Government in general to serve most effectively now and in the future months and perhaps years which may bring millions of us face to face with the death and destruction of modern war.

Just as we all are confident of the ultimate victory for freedom, I have an unalterable faith in the ability and disposition of American educators to bind themselves together in a solid and unyielding phalanx of resistance against the forces of evil and in the kind of complete cooperation that will eventually enable righteousness and peace to reign once more in this troubled world.

Within the framework of the proposals and policies of the Wartime Commission two divisional committees have been named, one on higher education and the other on state and local school administration.

The Divisional Committee on Higher Education is made up of the following from the Wartime Commission: George F. Zook, Chairman; Fred J. Kelly, Executive Director; John Lund, Assistant Executive Director; Francis J. Brown, Morse A. Cartwright, John W. Davis, Ralph M. Dunbar, Walter C. Eells, Guy Stanton Ford, Ralph E. Himstead, C. B. Hoover, Rev. George Johnson, W. A. Lloyd, Guy E. Snavely, and Charles H. Thompson.

Other persons who are available for service on short notice have been invited to serve on the Divisional Committee on Higher Education, as follows: H. C. Byrd, President, University of Maryland; Isaiah Bowman, President, Johns Hopkins University; W. E. Hager, President, Wilson Teachers College; W. C. Jackson, Dean of Administration, Woman's College of the University of North Carolina; Raymond A. Kent, President, University of Louisville; John W. Newcomb, President, University of Virginia; R. A. Seaton, Director, Engineering, Science and Management Defense Training, U. S. Office of Education; Levering Tyson, President, Muhlenberg College; M. Theresa Wiedefeld, President, Maryland State Teachers College at Towson.

National Conference of College and University Presidents on Higher Education and the War

On January 3 and 4, 1942, there was held in Baltimore, Maryland, a National Conference of College and University Presidents on Higher Education and the War, sponsored by the United States Office of Education and the Committee on Military Affairs of the National Committee on Education and Defense. Approximately 1000 college and university presidents and a large number of representatives of various educational organizations were in attendance. It was the largest gathering of leaders of education ever assembled upon one occasion in the United States. The conference culminated in the unanimous adoption of fifteen resolutions embodying a program of cooperative action between the colleges and agencies of the government. These resolutions had previously been approved by the Divisional Committee on Higher Education of the United States Office of Education Wartime Commission and the Committee on Military Affairs of the National Committee on Education and Defense.

The resolutions are as follows:

Preamble

In the present supreme national crisis we pledge to the President of the United States, Commander-in-Chief of our nation, the total strength of our colleges and universities—our faculties, our students, our administrative organizations, and our physical facilities. The institutions of higher education of the United States are organized for action, and they offer their united power for decisive military victory, and for the ultimate and even more difficult task of establishing a just and lasting peace.

All the needs to win a total war cannot be accurately defined now. Nor can total present and future resources of trained man power be fully appraised. New areas of need and of potential service will develop as the months pass. We pledge our unstinted effort to meet these needs as they arise.

For the immediate and more effective prosecution of our varied tasks in the service of the nation, the National Conference of College and University Presidents proposes the following resolutions and makes the following recommendations:

A. Allocation of Total Man Power

The surest and quickest route to victory is the full, energetic, and planned use of all our resources and materials. Where shortages may develop, both efficiency and the principles of equality require that the government take steps in advance to allocate resources to meet total needs, with a fair distribution of sacrifice. This is at present being done with material such as rubber, aluminum, and tin. It is clear that productive man power is also an area in which critical shortages are already evident. Therefore, it is recommended that:

1. Institutions of higher education cooperate to the fullest extent with the National Resources Planning Board and other federal agencies responsible for surveys (a) to determine the immediate needs of man power and woman power for the essential branches of national service—military, industrial, and civilian, (b) to determine the available facilities of colleges and universities to prepare students to meet these needs, and (c) to appraise the ultimate needs in professional personnel for long-term conflict and for the post-war period, in order that a continuous and adequate supply of men and women trained in technical and professional skills and in leadership to meet both immediate and long range needs shall be maintained;

2. There be brought to the attention of the President the necessity of issuing a statement of national policy which will avoid competitive bidding for faculty and students by government agencies and by industry and will conserve adequate personnel on all levels of education to assure the effective instruction of youth and adults, in order to provide a continuous supply of trained men and women;

3. The United States Office of Education Wartime Commission be requested to study and develop appropriate plans for the solution of the problems of (a) how to meet the teacher shortage in elementary and secondary schools and the shortage of workers for community programs, and (b) how to supplement the training of present and potentially available teachers and other workers for new and changing responsibilities;

4. The United States Office of Education Wartime Commission offer its services for cooperation with the United States Department of Agriculture, the Executive Committee of the Association of Land-Grant Colleges and Universities, and the Conference of Negro Land-Grant Colleges to assure an adequate supply of county agents, 4-H club leaders, home demonstration agents, and other leaders in rural life.

B. Acceleration of Educational Programs

It is important to retain as far as practicable a degree of uniformity among colleges and universities in such matters as calendar changes and credits, while making adjustments in the interests of acceleration. Recognizing the increasing demand for men and women trained in technical skills and in professions essential to total war and the consequent need for preparing them for such service at the earliest possible time, and further recognizing that basic education should be completed prior to induction through Selective Service at the age of 20, we recommend that:

5. All institutions of higher education give immediate consideration to ways and means for accelerating the progress of students through such extension of the annual period of instruction and such adjustments of curricula as may be consistent with national needs and with educational standards, and as may be possible with available resources.

6. Desirable acceleration of programs of higher education should be accomplished without lowering of established standards of admission to college.

*7. An immediate study be made by the National Committee on Education and Defense and the United States Office of Education Wartime Commission of desirable articulation in the academic calendars of the secondary schools and the colleges to facilitate acceleration of total educational progress.

The preliminary evidence indicates the possible need of financial assistance to higher educational institutions and to students in order to carry out comprehensive accelerated programs of study. It is therefore recommended that:

8. An immediate study be made by the National Committee on Education and Defense and the United States Office of Education Wartime Commission as to the needs for and bases of federal financial assistance to higher education (including junior colleges), for the duration of the emergency, in order that the training of students for national service may be accelerated.

* Unanimously approved by the Resolutions Committee; inadvertently omitted from the final report to the conference.

C. Exchange of Information

Since it is of primary importance that there be the fullest possible clearance of information concerning proposals and practices relating to institutional adjustments during the war emergency, it is recommended that:

9. The National Committee on Education and Defense and the United States Office of Education Wartime Commission be requested to assemble and publish accounts of changes made by educational institutions in the interest of war service.

D. Credit for Military Service

In recognizing the significance of military service, some colleges and universities are adopting a policy of granting credit to students who leave college to serve with the armed forces. In order to establish some degree of uniformity of practice, it is recommended that:

10. Credit be awarded only to individuals, upon the completion of their service, who shall apply to the institution for this credit and who shall meet such tests as the institution may prescribe. In cases in which degrees are of distinct advantage to students in the service, it is recognized that some departure from this practice, on an individual basis, may be justified.

E. Health

Individual health is essential to national efficiency and to maximum war effort. Almost one million young men have been rejected for military service because of inability to meet minimum military standards of physical fitness. Therefore, it is recommended that:

11. All colleges and universities take such steps as will be necessary to bring each individual student to his highest possible level of physical fitness.

F. Military Service

The experiences of the United States in the last world war, and of England in the early months of the present conflict, offer abundant evidence that volunteer enlistment for military service is a threat to the total allocation of man power for its most effective

utilization. In their eagerness to serve the nation, many of our most capable youth enter the armed forces despite the fact that they may now be serving or preparing to serve the nation in ways even more vital to total war and more in keeping with their training and ability. Therefore the Conference records its belief that:

12. The general application of the principle of selective service promises the most effective means for the placement of the individual in accordance with his capacity to serve national needs and with the least disturbance of basic social institutions.

The wartime health needs of our armed forces and of our civilian population and the inevitable post-war strains upon physical and mental health make it necessary to assure an ample number of adequately prepared candidates for admission to medical and dental schools. Therefore, be it resolved that:

13. The Selective Service System be requested to make adequate provisions for the deferment of bona fide *premedical* students in colleges whose tentative admission to an approved medical school has already been assured on the basis of the completion of not less than two years of college.

14. The Selective Service System be requested to make similar provisions for the deferment of bona fide *predental* students in colleges whose tentative admission to an approved dental school has already been assured on the basis of the completion of not less than two years of college.

The demand for trained and experienced chaplains in the armed forces, and the contribution of religion to the civilian morale of the nation, make desirable the maintenance of an adequate supply of candidates for the priesthood and the ministry. Therefore it is recommended that:

15. The Selective Service System be requested to make provision for the deferment of bona fide *pretheological* students in colleges or universities who have been approved by their appropriate ecclesiastical authority.

The increasing demand for highly trained men requires that selected students be permitted to continue their graduate study in

such fields as are now or may be covered by directives for undergraduate students. Therefore, it is recommended that:

16. The Selective Service System be urged to issue a directive calling attention of state directors and local selective service boards to this need and the consequent necessity of providing occupational deferment for selected individuals pursuing graduate work.

Annual Meeting of the Association of American Colleges

The following resolutions were adopted by the Association of American Colleges at its Annual Meeting held in Baltimore, Maryland, on January 2, 1942:

1. Resolved that the Association of American Colleges expresses its gratitude and appreciation to the President of the United States for his letter of December 29, 1941.

We accept the grave responsibility which the emergency places upon us, which, as the President has said, consists in our helping the country "to win the war. At the same time it is perfectly clear that it will be futile to win the war unless during its winning we lay the foundations for the kind of peace and readjustment that will guarantee the preservation of those aspects of American life for which the war is fought."

We are confident that the institutions and the individual members of the faculty and administrative staff will gladly make the necessary sacrifices.

2. In carrying out this responsibility we would welcome an authoritative statement from the Government as to the nation's needs in the war effort for the men and women needed to be trained in our universities, colleges, and technical schools.

3. When this information is available the institutions here represented stand ready to give whatever general or specialized intensive training may be necessary to furnish a greater number of men and women in the categories in which there is a shortage.

4. We believe that opportunity should be given for accelerated programs in the colleges for the duration of the war, such opportunity to be governed by the character and facilities of each individual institution.

5. To make possible the acceleration of the educational program and to compensate students for the loss of summer earnings, we urge the Congress to provide funds in form of grants to promis-

ing and needy students, to be made through the United States Office of Education and to be administered by the colleges and universities.

6. It is the considered judgment of this meeting that it is inadvisable to relax the present degree requirements for students entering the armed services.

7. Reaffirming our conviction that all American institutions of higher learning are eager to render maximum service in this hour of crisis and believing that these institutions should be maintained alike for war and peace, we respectfully point out that the unequal distribution of opportunities for military and naval training among such institutions represents severe discrimination against those which do not now have this privilege and deprives the Government of a significant resource.

We request, therefore, that all standard institutions for men or including men, which request it, be put upon approximately the same basis in this important respect of service. In view of the all-out national effort we believe it will be greatly to the advantage of our Government to provide for those institutions which it is not yet utilizing fully a Training Corps in which selected, physically fit male students may be given military and other specialized training for the war effort in connection with the college course and may thus finish their program.

We request the Government to prescribe this training program designed to make complete use of these institutions in relation to the war effort.

To this end we ask the president of the Association to appoint a committee to present immediately this matter to the President of the United States and to formulate with such officials as he may designate this training program.

8. It is recommended that in this war emergency the colleges give special attention to the building of strength and physical fitness in their students, as well as more effective training for citizenship.

Concerning Accelerated Programs and Faculty Compensation

February 1, 1942

To the Members of the Association:

The national officers of the American Association of University Professors have been informed that some college and university administrations have interpreted some of the actions taken by the Baltimore meetings on January 2, 3, and 4, reported above, as

authorizing them to require members of the faculty to serve during summer sessions without compensation, and that such plans have been announced without any consultation with the faculty. No resolution recommending such plans was adopted either by the Association of American Colleges or by the National Conference of College and University Presidents on Higher Education and the War. A resolution suggesting that "it may be necessary for the faculty and administrative officers to contribute" their services during summer sessions "without additional compensation" was considered by the Association of American Colleges at its meeting on January 2 and was rejected.

On the subject of accelerated programs and faculty compensation, a university administrative officer has recently (January 23, 1942) written to this office as follows:

Just as the depression created serious problems for higher education some ten years ago, the war situation is now creating them. One tendency has been bothering me considerably of late. I suppose that most of the fears and worries that are expressed to you come from members of teaching staffs. You are now about to get one expressed by an administrator!

Most institutions are now concerned with accelerating the student programs. Some few institutions such as the University of _____ have long operated on a quarter system with two summer sessions that are the equivalent of an additional quarter. At these institutions students move ahead as fast as they want and in general complete four years of work in three years or a little more. Admittedly our two summer sessions here are not quite the equivalent of a full quarter, but even so student progress can be greatly accelerated by attendance at both summer sessions.

Now from one end of the country to the other, colleges and universities are announcing either longer summer sessions or, in many instances, summer sessions where previously none had been given. In many instances this means that the universities and colleges will go on to a three-semester basis and apparently expect that their students will study continuously and complete courses in something less than the customary four years.

Any such proposal immediately introduces financial considerations. I am not clear how large numbers of students are going to be able to study on an eleven-month basis which will inevitably deprive them of the earning possibilities by means of which they

have hitherto financed themselves during the regular academic year. Important as this consideration is, and I am certain that many institutions will find that it is more important than perhaps they had thought, there is another aspect of the problem that concerns me more. I refer to the matter of compensation to staff members for the additional work that is to be called for as a result of the accelerated program and lengthened summer sessions.

I have recently seen a statement from the office of the president of one large institution which indicates that the administration will regard it as the "duty" of staff members to give $2\frac{1}{2}$ semesters of service each year instead of the customary 2. I assume that the $2\frac{1}{2}$ semesters work is at the salary hitherto paid for the 2. At the Baltimore conference which we both attended, I heard several college administrators express in rather vigorous terms the idea that if they lengthened their summer sessions or introduced a summer session they would expect the members of the teaching staff to give the additional service without extra compensation or at some greatly reduced rate. More recently I have heard of two or three small institutions that are planning to offer the summer work and pay their instructors on a class fee basis—that is, the instructor is to receive as income the tuition taken in from students in his classes.

It seems to me that all of this raises a fundamental question of policy, with which the American Association of University Professors might be concerned and with which, in my judgment, it should be concerned. I do not think it is at all unpatriotic to suggest that there is something wrong in asking college professors to give additional services at lower rates of pay merely because the country is at war. The net effect of all of this is to undermine salary standards and we all know that for most members of the teaching profession, the salary scale is pitifully low now. I am in a position to speak on this without prejudice since here at the University of _____ staff members who teach during the summer terms are paid on a proportionate basis. The problem, accordingly, is not one that touches us. But what about instructors in many institutions who may be earning only \$1800 a year or even less and who are right at the margin economically? Why should they be asked to give additional services ranging up to ten weeks or so, without a corresponding or proportionate increase in their salaries? Nor does it seem to me fair that merely because a staff member has a respectable salary there is reason for asking him to give additional time for nothing.

I do not believe that colleges should be financed by an appeal to patriotism. I say this because of my sincere belief that all forms of pressures that have a tendency to undermine professional

standards, including salary standards, should be resisted. That is why I look with most disfavor upon what seems to be the tendency of having the accelerated college program financed by the voluntary services of staff members who are already between the devil and the deep sea and not in position to speak individually in protest. Isn't this something the A. A. U. P. should turn attention to?

The viewpoints expressed in the letter quoted above should receive the careful consideration of every member of the academic profession. It is, I think, generally conceded that faculty salaries at many colleges and universities are inadequate. That is particularly true of the salaries of the younger members of the profession. The present rising cost of living and increased taxation make them even less adequate. They should not be reduced unless the financial condition of a particular institution makes their reduction absolutely necessary. If a reduction in faculty salaries is necessary, such reduction and kindred measures of economy should be planned and administered with a view to the welfare of all who are a part of the institution and in accordance with considerations of equity and good academic practices.¹

RALPH E. HIMSTEAD, *General Secretary*

Colleges and Universities Organize for Total War²

I am always glad of an opportunity to speak to those of you who are actually in the field because I know that however careful planning may be carried on in Washington it is of comparatively little value unless such plans carry out into the institutions themselves.

In these last few days since the 7th and continuing on through these next two or three weeks plans will be developed and decisions

¹ See statement entitled, "War Adjustments," adopted by Annual Meeting, American Association of University Professors, December 28, 1941, pp. 13-14, *supra*.

² Report presented at the Annual Meeting of the American Association of University Professors in Chicago, Illinois, on December 27, 1941.

made that will have far reaching effect upon higher education in the United States. The nation has girded for war. From the point of view of military strength (1,600,000 in the army, 400,000 in the navy, and 65,000 in the marines) approximately 2,000,000 men are under arms. There is attached to the army and navy a civilian personnel of more than 1,000,000 men and women engaged in supplementary activities. The armed forces have developed an educational program unparalleled in American history, perhaps in the history of mankind. In one naval school there are 14,000 men studying technical and industrial subjects; in another 22,000 are taking courses in airplane mechanics and related fields. It is impossible even to estimate the total number of men engaged in such study as each is himself a potential teacher upon his return to his own unit.

Industries, too, have prepared for war. By the first of July, 1942, it is estimated that 1,300,000 men will need to be added to the 3,500,000 now engaged in defense industries and by the time the peak is reached there will be some 9,000,000 persons engaged in defense production. To complete contracts already made by the government will require 30,000,000 man years of labor and this is only a beginning.

Government, too, has sought to prepare for war through the organization of many agencies, with alphabets running into dozens of combinations. True, there is overlapping; true, there is duplication. There are many problems of jurisdiction. But to a large degree each agency is earnestly seeking to render the highest possible service in its own field.

Fortunately, too, education has organized for war. The vast manpower has been mobilized and is awaiting the signal to go. What a contrast to 1917 and 1918! In 1917 and 1918 schools and colleges refused to recognize that there might be any possible implications in American education. In the period from August, 1914, to April, 1917, only 21 articles appeared in professional magazines dealing with the war in Europe. Since September, 1939, every professional journal has carried lead articles and editorials describing ways in which American education must serve the national defense.

In 1917 there was no organization to speak for higher education

or to organize plans and policies for the utilization of schools and colleges. Today, the American Council on Education, after more than twenty years' service, is attempting at least to mobilize that voice, to give it direction, and to cooperate with other agencies to find ways and determine policies in which higher education can be most effectively used. Through the National Committee on Education and Defense, an organization created cooperatively with the National Education Association, more than 60 national organizations are represented, and in long and earnest conferences they are seeking to determine the most effective rôle education should play in this period of our history. The National Committee has issued publications on teaching materials, on industrial training, on information of value to the soldier prior to and as men enter service, on Latin-American relationships distributed throughout both North and South America, and on women in wartime. The bulletin *Higher Education and National Defense*, published by the American Council on Education and distributed free to colleges and universities, has sought to interpret policies and activities of government agencies to the colleges. Just recently the Government, too, has become more active in education through the organization of the U. S. Office of Education Wartime Commission. Just what the relationships will be between this new Commission and the National Committee on Education and Defense cannot, at this time, be determined.

In 1917 there was no recognition of any area of service except that of the military. For almost two years the Committee has attempted to exert its influence in legislation regarding selective service, it has contributed to the drawing up of the regulations for selective service, and has participated in the development of the democratic mobilization of total manpower.

What has happened since December 7? Two things, from the point of view of local boards. Many of them, misinterpreting a letter of instruction, were swept off their feet by hysteria and began immediately to eliminate all occupational deferments. That letter was corrected by telegram and some stabilization is beginning to take place with the local boards, but I would like to say to you positively that there is no change in the occupational deferment of students preparing for vital occupations. Deferment in

these fields may be even more insistent than in the past. If there are young men who have been called for induction during these last few days, the national headquarters urges an appeal. Postponement of induction for students may be eliminated, but I believe even these regulations will remain in force. There will be changes. New needs will develop. Demands for manpower will become even greater after months go by. Existing practices will continue, meantime, until national headquarters announces otherwise.

In 1917 many of our laboratories in colleges and universities were abandoned. Today there are more than 300 projects being carried on in these laboratories; part of them centralized, part of them distributed among the colleges and universities.

In 1917 there was created a hasty and ill-advised Student Army Training Corps. It probably contributed very little to military effectiveness. It did certainly contribute very greatly to the preservation of our colleges and universities. It had at least one negative effect, and that is that it jeopardized to some degree the maintaining of a continuous supply of trained men to enter the essential occupations. Today the American Council on Education, the National Committee on Education and Defense, and the Office of Education are seeking to find some way through which these institutions, so basic in American life, can be preserved not only to maintain in the present this supply of trained men but to think in terms of the fundamental and long range values of the welfare of our nation. Just what such action will be, it is not yet possible to determine. It is true that the army is opposed to the Student Army Training Corps and the reasons are twofold: (1) they do not have the personnel to maintain an expanded military force within the colleges; and (2) they do not believe that it contributed in any significant degree to the military effectiveness of the nation. The army is likewise opposed to any further expansion of Reserve Officers Training Corps, except by a slight increase in the number of men who will be permitted to advance from the basic to the advanced two-year course.

If it is true, then, that our colleges and universities will probably not—at least to this point it would appear they would not—be utilized for recognized military training, are there any alternatives

for the college in its support to the military? (1) Some colleges and universities will wish to develop military training, something like basic Reserve Officers Training Corps without recognition of the army; (2) Very much more important, in my judgment, is the second alternative, and that is the development of a series of basic and specialized courses that will be of practical value to the man as he enters the highly mechanized military force that comprises the modern army and modern navy. Likewise, it is undoubtedly true that colleges and universities will be utilized much more for the actual training of men in the service who will be assigned to the institution. This is nothing new. The navy has been doing it for fifteen years. It will probably be very much extended depending on the degree to which the individual institution can peculiarly serve the specialist needs of the forces. It will be on the initiative of the armed forces rather than on that of the institution. It would appear at this time that the revival of Student Army Training Corps or the extension of the Reserve Officers Training Corps is out of the question, but that other alternatives will develop that bid fair to make it possible for higher education to render even greater service to the armed forces.

In 1917 there was no need for civilian defense or protection. Today no one knows how great that need might be. Certainly it is important that colleges and universities take steps to provide living insurance policies against air raids. The Commission on Colleges and Civilian Defense has made the following recommendations: (1) to survey physical plant; (2) to determine means of protection of personnel and physical facilities against bombs; (3) to organize faculty and students into protective units (in every institution close cooperation is essential with protective forces of the community); (4) to organize courses in fire prevention, emergency medical service, volunteer nurses' aid, etc. Civilian Defense has prepared this material and it is available through Federal and State Offices of Civilian Defense. Granted there is danger, granted there will be needs for variation in the kind of protection which may be necessary, and pray God the bombs will never fall, yet the time has come when one cannot do other than think in terms of preparing for the most effective protection possible.

In 1917 there was very little thought of education of the armed

forces. Today a selectee goes directly to a center, is given tests and fills out a questionnaire, and presumably is classified for a branch of the service in which he is best fitted. There have been many mistakes. No one claims perfection. Certainly there will be more mistakes made but the system of classification and assignment has been developed painstakingly over a period of many years. There is every hope that the number and seriousness of these mistakes will diminish as the men are increasingly trained in the use of the classification procedures. Likewise there is developed within the army a very definite educational program. The morale branch has been established independent of the other branches of the army and is coordinated with them. The Joint Army and Navy Committee on Welfare and Recreation established by the Secretaries of War and Navy has attempted to develop a number of educational programs for the men in the service. Probably the one development that will be most directly related to colleges and universities is the establishment of correspondence courses for the men in the army. These courses will be of two types: (1) those given by the Army Institute itself which will be free except for \$2.00 registration fee; and (2) correspondence courses offered by colleges and universities. The latter will provide an opportunity for high school and college men to continue instruction while in the army, for which the army will pay for instruction and texts up to \$20.00 per student per course.

Other programs are being developed. A lecture program for the men in the service, a series of forums and discussion groups are under way on an experimental basis and there has just now been distributed a guide to the officers of each regiment. This guide includes some eight pages of definite suggestions in regard to educational activities that may be developed for and often by men in military service. There is likewise increasing need for cooperation between the military officers in camps and stations and the educational institutions adjacent to them, not only to render support and welfare service to men as they have left the camp but also to render service to the men within the camp. This will be one of the important areas in which institutions can render genuine help to the man in the armed forces. Even in a period of crisis, such as this, one must think not alone in terms of immediate needs but in terms

of ultimate values—that one cannot train a soldier without training a man.

There are many issues ahead. One is the allocation of manpower. How is it possible to allocate our student body so that they will render service, some of them to the military, some to industry, some to remain in the institution? The most serious challenge that we have in our institutions of higher learning today is to make the work being done in them so very vital and so real that students may be willing to do the less dramatic thing and remain in school rather than to do the more dramatic or the more financially profitable thing and enlist or accept employment. This is a challenge to every one who stands before men and women in colleges today. How can we best allocate our faculty? One institution of only 48 faculty members has already granted leaves to 7 of them for government service. Here, too, is a problem more acute in science, mechanics, and engineering than in some other fields. Yet again the appeal is great: patriotic service and to some degree a greater income. Likewise, there must also be a recognition in the allocation of manpower to the shifting needs of defense. The first need of industrial defense was for unskilled and semi-skilled labor. Very early a definite shortage of skilled and highly technical workers became apparent. With the growth of problems of priorities and price control there developed a need for economists. Already there is beginning to appear a need for social scientists, for the Joad families are again on the move and certainly in post-war times the social scientist will play a leading rôle.

To my mind the most serious question that we shall have to face, besides that of allocation of manpower, is to what extent shall federal aid be given to our institutions of higher learning? Should we go further than engineering, etc.? Will it be on the basis of student scholarship? Will it be on the basis of the number of individuals who directly enter the areas of national defense? Will that aid be given likewise to institutions primarily concerned with the arts as well as those that are thought of as definitely training for defense needs, namely, the sciences? It is hoped that an answer will be found and found speedily. It will call for careful planning, not alone in terms of the immediate but also in terms of long range values. A minor question—but important to college

professors—is the one of calendar adjustments. You know of the plan providing a twelve-month calendar for some few students. Will such a plan become a universal pattern? Another detailed question that is very important for college faculties is adjustment for students called into the service. When will they receive their degrees? Will credit be given for military training as such? If not, will it be given for specialists training while within the armed forces? There is the question of priority in terms of equipment just as in personnel. How far should one telescope courses in order to accelerate students? The question of rehabilitation is one that will confront us within the next two months as men—wounded men—begin to return to civilian life. Thoughtful planning, co-operative planning, thinking together will be necessary if these questions are to be answered wisely.

Finally and last a basic issue is the attitude of our young people toward peace and war. For twenty years we have taught in terms of the values of peace and the horrors of war—and rightly so—but we have created a handicap we must overcome. They must know that war is the means to peace and have abiding conviction in the values that can only be preserved now by force—even by death.

We must seek in every possible way to avoid war hysteria, to plan carefully, collectively, and with uniformity. Certainly we must avoid the underbidding and undercutting of institutions in order to procure students. There must be close cooperation with governmental agencies. The majority of institutions are carrying on, waiting for the determination of plans. Higher education has earnestly served national defense. Organized, higher education will even more wisely and more completely, thinking cooperatively and collectively, serve in securing and forever preserving the safety and peace in this nation and the world.

*American Council on
Education*

FRANCIS J. BROWN, *Consultant*

Contributors

FRANCIS J. BROWN is Consultant of the American Council on Education and Executive Secretary of the Subcommittee on Military Affairs of the National Committee on Education and Defense.

ZECHARIAH CHAFEE, JR., is Professor of Law at Harvard University. He is Second Vice-President of the Association for 1942 and 1943, and has been a member of Committee B on Freedom of Speech since 1936.

FREDERICK S. DEIBLER is Professor of Economics at Northwestern University. (See page 5.)

WILLIAM F. EDGERTON is Professor of Egyptology at the University of Chicago. He was Chairman of the 1939 Nominating Committee, secretary-treasurer of the chapter in 1936-38, and president of the chapter in 1940-41.

W. T. LAPRADE is Professor of History at Duke University. (See page 5.)

JOHN M. MAGUIRE is Professor of Law at Harvard University.

WILLIAM PEARSON TOLLEY is President of Allegheny College. He has been Chairman of the Commission on Academic Freedom and Academic Tenure of the Association of American Colleges since 1939.

ACADEMIC FREEDOM AND TENURE

ANNUAL REPORT OF COMMITTEE A¹

To the Members of the Association:

The statistical tables on the opposite page speak for themselves. They cover the five years during which I have had the responsibility of serving as Chairman of your Committee on Academic Freedom and Tenure. In this, my last annual report in that capacity, it seems appropriate to comment briefly on the increasing volume of work which has occupied the Committee and to review some of the history of the Committee's activities in its efforts to fulfill the obligations imposed upon it by the Association and the profession.

During the past five years, Committee A has considered 267 new cases in addition to some old cases revived from preceding years. In each of the last three years, attention has been given to more than 100 cases. The statistical tables indicate that the volume of the Committee's business has persistently increased since 1937. From 1933 to 1937, the total number of cases before the Committee had tended on the whole to decrease. As I have suggested in previous reports, the contrary tendency since that time is not necessarily due to a deterioration of conditions in colleges and universities. It is due in part to the extension of our services to teachers colleges and in part to the increasing awareness by the members of our profession of the significance of the Association's work in behalf of academic freedom and tenure.

In the light of some of the Committee's experience during the past year, however, it is not easy to be altogether optimistic. Some recent developments have caused the Committee grave concern. In several parts of the country, political interference has seriously interrupted and impaired the work of institutions of higher education. In the State of Georgia, such interference was so flagrant

¹ Presented to the Annual Meeting of the Association at Chicago, Illinois, December 28, 1941.

Statistical Tables for the Years 1937-1941

TABLE I

Cases:*	1937	1938	1939	1940	1941
Pending January 1.....	10	35	37	50	52
Revived from former years.....	6	7	7	4	1
Opened since January 1.....	42	52	60	54	59
Total dealt with during year.....	58	94	104	108	112
Closed.....	23	57	54	56	56
Pending at end of year.....	35	37	50	52	56

* Each "case" refers to a single controversy. At 16 institutions two or more "cases" were considered. During the year, Committee A also dealt with a number of situations not classified as "cases."

TABLE II

Cases:	1937	1938	1939	1940	1941
Withdrawn.....	4	11	3	16	6
Rejected, requiring no further investigation...	2	10	24	14	11
Statements published or planned, without visits.....	0	0	2	6	1
Visits of inquiry made or planned.....	11	13	15	18	18
Adjustments made or being sought.....	23	43	30	27	51
Procedure not yet determined.....	18	17	30	27	25
Total.....	58	94	104	108	112

[During 1941 three reports of Committee A investigations were published in the *Bulletin*.]

that accrediting associations have already acted. Committee A has received complaints from some of the professors dismissed as a result of this misuse of political power in Georgia. These complaints are being investigated. Although our investigation is still in progress, it would seem to be desirable for our Association at this Annual Meeting to take official cognizance of this situation.

Your Committee also has under investigation a situation at Winthrop College which is of a particularly serious nature. The Committee's inquiry is not yet completed, but enough information is at hand to warrant the conclusion that until some of the conditions revealed have been remedied Winthrop College cannot fulfill satisfactorily its responsibilities as an educational institution.

While the inflammable emotions stimulated by the circumstances of a world at war have not as yet affected the profession as much

as might perhaps have been anticipated, a few cases of dismissals evidencing intolerance and hysteria have come to our attention. One such case is too many. It is to be feared that, as the strain of this country's active participation in hostilities increases, the discrimination and the self-control which should characterize the behavior of educators and scholars may be lost. Situations may thus arise which will challenge our wisdom—situations which all of us should seek to prevent to the full extent of our influence.

II

My duties as Chairman of Committee A have entailed working in cooperation with three Presidents of the Association: Professors A. J. Carlson of the University of Chicago, Mark H. Ingraham of the University of Wisconsin, and F. S. Deibler of Northwestern University. Only those intimately acquainted with the work of the Committee can appreciate their contributions of time and attention which have had no small part in any success that has been achieved. Each has displayed personal qualities which have helped much toward sounder and more effective action. The members of the Association should be ever grateful to these men for the notable services they have rendered to the profession. Any honor the Association may have conferred upon them is but a slight reward for their labors and devotion to its causes.

I accepted the Chairmanship of the Committee but a few months after Dr. Ralph E. Himstead became General Secretary of the Association. No small part of the satisfaction I have found in the work which has taken so considerable a portion of my own time has arisen from the opportunity afforded to cooperate with him in trying to increase the effectiveness of the Association in this phase of its work. Any improvements, either in procedures or in results, which have accrued from the experience of the past five years have been in large part Dr. Himstead's handiwork. True, the weight of his action arises from the organized membership of the Association. Speaking through him as its responsible official, this, the largest association in the world composed entirely of men and women engaged in higher education and research, has an influence in fields where we make a common cause that none of us could have singly

and that we could not exert if organized only in smaller or local groups. This influence ought to become an even more important factor in determining the atmosphere surrounding and prevailing in our colleges and universities.

But the greater the potential influence of the Association the weightier becomes the responsibility of making sure that this influence is exercised in a helpful and wholesome manner. It is frequently better to deliberate than to make haste. Positive, effective action is sometimes necessary in cases which seem to those immediately involved to damage beyond repair the reputation of cherished institutions built by the labor and sacrifice of themselves and others. When such occasions arise, the Association needs as its responsible official a man of sound judgment, who is careful to collect and weigh evidence before coming to a conclusion, but who, when a decision has been reached, has the courage to act without fear or favor.

I am glad to testify again that I have found these qualities to be resident in Dr. Himstead in an unusual degree. His years of experience have made him even more sensible of the potentialities of the Association and have increased his capacity for sober judgment. He had the privilege of working with the late Dr. Harry W. Tyler in the last months of the life of that devoted officer of the Association. He has had also the counsel and advice of Dr. Tyler's successor, Professor W. W. Cook. In Dr. Himstead, therefore, the Association has a priceless servant whom mere ability or expertness can never replace.

The correspondence of individual members and chapter officers with him is naturally of a sort that seldom reveals these valuable qualities. Their nature precludes any ostentatious display. Those who have been associated with the General Secretary as co-laborers in the office of the Association support this estimate of his work. It would seem to be a service to the Association, therefore, for those of us who have worked intimately with him on the outside to add our testimony in order that the members of the Association with less opportunity to be informed may the better appreciate, and thus do their best to retain, services so invaluable.

The reports published in the *Bulletin* in the past five years and others on their way to publication afford evidence that numerous

members besides those named have been ready when called upon to lend a hand with tasks that are difficult to perform adequately. No doubt mistakes have been made. Many who have seen the work of the Committee chiefly as it functioned in one or another single case in which they were interested or concerned may quite understandably be impressed more by the slowness of its procedure than by the effectiveness of its action. Viewed in the perspective of long-term effects, however, with regard for the number of complaints and the volume of the evidence involved, the picture is different. Disclaiming for myself any share in what has been done save the giving of counsel, I am glad to assure the members of the Association that owing chiefly to the carefulness, industry, and efficiency of the Association's Washington office, this Committee has for the past five years carried forward with credit on the whole the traditions of the scholars and teachers who founded the Association and bequeathed to us its important responsibilities.

III

As all who are familiar with the history of the Association know, and a few here present may remember, the communication which initiated the organization was issued in the spring of 1914 before the outbreak of the first World War. The organizational meeting was held in early January, 1915, followed by the first of the now customary Annual Meetings in the closing days of the same year. In its earlier years membership in the Association was limited to persons of "recognized scholarship or scientific productivity" who had held for at least ten years teaching or research positions in American universities, colleges, or professional schools. The purposes of the Association as stated by the organizational committee were "to bring about more effective cooperation among the members of the profession in the discharge of their special responsibilities as custodians of the interests of higher education and research in America; to promote a more general and methodical discussion of problems relating to education in higher institutions of learning; to create means for the authoritative expression of the public opinion of the body of college and university teachers; to make collective action possible, and in general to maintain and advance the ideals and standards of the profession."

The organizers of the Association recognized the importance for the profession of freedom and tenure, though its first President hazarded a suggestion at the initial meeting that inasmuch as existing learned societies were disposed to deal with this problem he was "confident" that it could "not be more than an incident of the activities of the Association in developing professional standards; standards," he continued, "which will be quite as scrupulous regarding the obligations imposed by freedom as jealous for the freedom itself." Nevertheless, the organizers of the Association, recognizing the importance of freedom and tenure, entrusted to a committee of fifteen members the responsibility of formulating a statement concerning that subject.

The first report of the Association's "Committee on Academic Freedom and Tenure" was essentially a "General Declaration of Principles." It was the good fortune of the Association and of the profession that this committee was composed of scholars of insight and discrimination. Their statement has since been reprinted several times in the *Bulletin*, and members who have not read it will do well to do so.¹ In considering the "Nature of the Academic Calling" the Committee pointed out that since "education is the cornerstone of the structure of society" it follows that it is desirable that men be not attracted to the profession of teachers and scholars by "the magnitude of economic rewards," but rather "by the assurance of an honorable and secure position, and of freedom to perform honestly and according to their own consciences the distinctive and important function which the nature of the profession lays upon them." Consequently professors may be regarded as "appointees," but "not in any proper sense as employees" of trustees and other institutional authorities.

The nature of the relationship between a professor and the college or university is determined, said the Committee, by the "Function of the Academic Institution," the "first condition" of the fulfillment of which is "complete and unlimited freedom to pursue inquiry and publish its results," though the Committee stipulated that this "liberty of the scholar to set forth his conclusions . . . is conditioned by their being conclusions gained by a scholar's method and held in a scholar's spirit." But any necessary re-

¹ Last published in October, 1937 *Bulletin* (pp. 431-449).

straints should be "self-imposed or enforced by the public opinion of the profession." "The existence of this Association," the Committee continued, "must be construed as a pledge, not only that the profession will earnestly guard these liberties without which it cannot rightly render its distinctive and indispensable service to society, but also that it will with equal earnestness seek to maintain such standards of professional character and of scientific integrity and competency, as shall make it a fit instrument for that service." A review of the record of the continuing Committee of the Association of which this was the first report will suggest the degree in which this pledge has been kept.

Dr. John Dewey, the Association's first President, was obliged to admit at the end of the first year that the place of the Committee in the work of this Association was by circumstances made so prominent in its labors that public repute gave it an undue emphasis—as if that Committee were uniquely representative of what this Association purposed to do. The circumstances referred to were dismissals of members of the faculties of five representative universities, which came to the attention of the Committee while it was busy formulating principles. In the course of his presidential address, Dr. Dewey said "the general report of the committee . . . was, indeed, definitely contemplated in the plan of the year's work. The investigations of particular cases were literally thrust upon us. To have failed to meet the demands would have been cowardly; it would have tended to destroy all confidence in the Association as anything more than a talking body In short, as conditions shaped themselves for us, I personally feel that the work done on particular cases . . . turned out to be of the most constructive sort which could have been undertaken . . . the detailed information secured was of great assistance to the general committee in shaping its report on principles and its program of policy. . . ."

Toward the end of the Association's second year Professor John H. Wigmore of Northwestern University, President of the Association, stated that "academic freedom" was not "a problem to be solved in a year or in ten years." "We must patiently proceed," he said, "to formulate our own views of the needs of our own time, and must then endeavor to impress these views on the community

at large. Our function is to build up a sound public opinion." He repudiated, as many of its officials have had occasion to do since, the notion that the "Association is an occupational union, which seeks to defend its members" by any form of "coercion," pointing out that its "only means of influence is publicity, and thereby an appeal to the common sense of justice." The use of this method called for "impartial" bodies making inquiries in a "judicial spirit." The five reports previously printed were in his opinion "weighty documents, which would do credit to any judicial court in the world; and their findings must convince all readers that no more impartial and competent tribunal could be found for such cases."

In order to maintain this high standard the Committee in its early stages began to concern itself with finding appropriate and effective procedures and took note of the intimate interrelation between freedom and tenure. Said Professor A. A. Young of Cornell University in his Annual Report for the Committee in 1917, "our experience has shown pretty clearly that we can rarely expect to obtain the actual redress of an individual grievance We have to look to the future rather than to the past, and to the institution rather than to the individual. Injustice to the individual becomes a matter of wider concern when it indicates a bad institutional situation If we cannot redress grievances we may uncover the conditions which breed them, and so make their recurrence less likely." "The atmosphere of an institution in which tenure is precarious," he went on, "is not one in which conscientious teaching and sound scholarship are likely to thrive."

Two years later Professor A. O. Lovejoy of Johns Hopkins University, in his retiring presidential message, called upon the members of the Association to cooperate in educating the public to an understanding that "freedom of opinion and of teaching is indispensable to the performance by our profession of certain of its most important and useful social functions." He felt that in "this undertaking . . . enlightened college executives should be not less interested than teachers," and it seemed to him "not unreasonable to count upon the active cooperation of many of them."

By 1921 Professor F. S. Deibler of Northwestern University in his second report as Chairman of the Committee was able to record progress. "It would seem," he said, "that gradually and with

no blare of trumpets the Association has been a potent influence in formulating an opinion in respect to the proper professional standing of the instructional staff of our colleges and universities; in determining what protection is necessary to promote research and the promulgation of truth; what procedure in terminating contractual relations is in keeping with the vital interests of the teacher or research student, and the dignity of the institution." In the second part of the same report Professor Deibler described the customary procedure of the Committee in dealing with cases brought to its attention. Confessing that the complainant was apt to find the procedure "slow and unsatisfactory," he repeated Professor Lovejoy's inquiry concerning the possibility of enlisting the cooperation of administrative officials. Pertinent to this suggestion, he called attention to an article published in the *Educational Review* in the previous year, contributed by Professor Harry W. Tyler, the General Secretary of the Association, suggesting the authoritative formulation by appropriate groups of acceptable principles of freedom and tenure.

Fortunately, Dr. A. Lawrence Lowell of Harvard University made a notable reference to the subject in his presidential report for 1916-17. Accordingly, the Association of American Colleges was stimulated to give attention to the question. Not being an accrediting association, it was perhaps more free than some other groups to consider practically the issues involved. The result was a statement, published by its Commission on Academic Freedom and Academic Tenure in 1922, well suited to serve as a basis for the formulation suggested by Dr. Tyler. Noting that "controversies over academic freedom almost invariably and inevitably develop into problems of tenure," the Commission concluded that the "general principle of academic tenure should be that the security of a teacher's position, after a suitable period of probation has been passed, is to be considered beyond question." Manifestly, this was a satisfactory generalization from the point of view of the professional association. The problems remained of stating it in language that would safeguard exceptions which obviously have to be made under certain circumstances and of devising procedures apt to lead to its wider acceptance and better enforcement.

After these and other preliminaries a conference was called by the American Council on Education to meet in Washington in the early days of January, 1925. Participating in this conference were representatives of the American Association of University Women, the American Association of University Professors, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards, the Association of Land Grant Colleges, the Association of Urban Universities, the National Association of State Universities, and the American Council on Education which had sent out the call. Professors F. S. Deibler, A. O. Lovejoy, and A. O. Leuschner represented the American Association of University Professors at this conference. Dr. H. W. Tyler, then General Secretary of the American Association of University Professors, was Chairman of the conference and a representative of the American Council on Education. The conference adopted a statement of principles on academic freedom and tenure based in large part upon the suggestions of the Association of American Colleges.

The statement of principles adopted, which became known as the 1925 Conference Statement, was subsequently officially endorsed by the Association of American Colleges and by the American Association of University Professors, and was concurred in by the other Associations represented at the conference. This statement of principles stands as a notable landmark in the general effort to educate the interested public concerning the importance of academic freedom and tenure and as a basis for improving the procedure of the American Association of University Professors in its further efforts to make these principles prevail. This statement by the Washington conference was in accord with, but in some respects more definite than, that formulated by the first Committee on Academic Freedom and Tenure of the American Association of University Professors. Moreover, as a joint formulation by professors and administrators it carried a weight that the earlier statement lacked. It served as a standard by which professors could determine the treatment they had a right to expect and by which administrators could arrive at a basis for appropriate action. The participating associations naturally took no step to impose any other sanction than public opinion to enforce adher-

ence to the principles formulated, but the publication of this statement under auspices so influential was itself a signal achievement.

IV

The chief responsibility for determining whether or not individual cases as they arose involved a breach of the principles stated or a departure from the procedures suggested was left, not altogether without fitness, to the American Association of University Professors, and this fact in time increased greatly the volume of work of its Committee on Academic Freedom and Tenure. Now that there was a norm for complaints, they tended to become more numerous.

The rapid influx of students from high schools to colleges caused a corresponding expansion of the facilities for higher education. If the Association was to respond creditably to these new opportunities, it clearly needed more extensive support from the profession. Accordingly, it adopted a broader basis for membership and began to enroll all who had served a short apprenticeship. A central office was set up in Washington, D. C., in 1929. Meanwhile, the number of members had increased from the 1500 enrolled in the first year of the Association, and approximately 5000 at the time of the Washington Conference, to more than 10,000 after a membership campaign in 1930.

With the number of complaints tending to increase, the Committee gradually sought to improve its procedures and its facilities for dealing with them. In 1926 Professor J. M. Maguire of the Harvard University Law School was retained as Legal Adviser to have a part in the work. His advice has safeguarded members of the Committee against hazards of publication more easily discernible by one trained in the law. In numerous cases he has helped substantially in drafting or in revising reports. Though in a sense his service has been professional, he has been informed of all the complaints coming to the Committee's attention and has participated in the general discussions of procedures and policy as the occasions inspired him.

Gradually it was discovered that the preliminary work of Committee A could be directed more expeditiously through the General

Secretary by a small group of the responsible officials of the Association, including the President, the Chairman of the Committee, the Legal Adviser, and in more recent years the First Vice-President. Members of the larger Committee located in the various sections of the country have the function of offering advice when called upon, of giving immediate assistance when a complaint arising in their vicinity calls for action, and of giving critical consideration to reports before they are published.

Conditions incidental to the depression increased greatly the number of complaints while Professor S. A. Mitchell was Chairman of the Committee. In his report for 1931 Professor Mitchell listed 17 new cases in 1929, 27 in 1930, and 63 in 1931. In order to accelerate the work of the Committee in meeting this growing responsibility, Professor W. W. Cook as General Secretary instituted in 1934 the method of communicating with the active members of the Committee by duplicated memoranda, thus enabling each member of this group to have before him the comments of his colleagues. Subsequently, this procedure has been developed so that now duplicated copies of all correspondence in each case are sent to the group by the General Secretary. These dockets are made available to investigating committees and usually afford both the preliminary information necessary to enable them to proceed with intelligence and expedition and a substantial part of the evidence upon which to base a report.

V

The Committee had not been engaged long in its work before some members of the Association called for a sanction more immediately effective with an offending administration than merely giving publicity to ascertained facts. This demand for action became more pressing as the number of dismissals mounted during the years of the depression. In consequence the Association, after much discussion, has tried several experiments which have chiefly had the effect of intensifying the public notice of disapproval in the cases of certain institutions where departures from good practices have seemed to be especially flagrant. One method of expressing this disapproval, used for some years (1931-37), was to publish in the *Bulletin* a list of the institutions in question, after

a vote of the Association's Annual Meeting, making members of the faculty of the institution ineligible for election to membership in the Association while it was on this "ineligible list." More mature reflection suggested the incongruity of preventing members of a faculty from joining the Association because of the sins of an administration. In the past few years (since 1938), therefore, this former "ineligible list" has been replaced by a list of "Censured Administrations," which now appears in every issue of the *Bulletin*.¹ This censure of an administration is not voted lightly; it requires action by the Annual Meeting of the Association on recommendation of the Committee on Academic Freedom and Tenure and the Council. It is needless to say that all of these bodies would much prefer to have reasons adduced for removing an administration from this list than for making additions to it. The Association seeks remedies for bad conditions brought to light; it is interested in enhancing and not in damaging the deserved reputations of institutions of higher learning.

The quest for a more effective sanction, still sometimes suggested by members who feel themselves to be personally wronged without a means of direct remedy, is probably in the nature of things destined to fail, unless the Association is willing to depart from the path blazed by its founders and hitherto followed by the Association. To adopt the methods or point of view of an "occupational union," to use Professor Wigmore's term, would be to abandon the assumption on which we have based our claims to freedom and tenure and to place ourselves in the position of pursuing a personal or a group interest rather than the general welfare. We shall in the end succeed in achieving freedom and security only in the degree that we convince the public that we merit these privileges and render in return the services that society has a right to expect.

In 1934 the officers of the American Association of University Professors sought further cooperation with the Association of American Colleges in reference to the problems of academic freedom and tenure. A joint conference between the Commission on Academic Freedom and Academic Tenure of that Association and

¹ Institutions which have lost accreditation may, however, be removed from the Association's eligible list (see p. 91).

representatives of the American Association of University Professors was arranged. This meeting resulted in further joint conferences. A decade of experience after the Washington Conference of 1925 suggested several particulars in which it seemed possible to improve the statement of principles formulated by that conference. In 1936 representatives of the Association of American Colleges and of the American Association of University Professors undertook the task of restating these principles. A restatement was agreed upon in 1938 and again in 1940. The statement agreed upon in 1940 has already been endorsed by the Association of American Colleges and by the American Association of Teachers Colleges. This statement of principles will be presented for your endorsement this morning.

The 1940 statement of principles on academic freedom and tenure is for the most part more specific than that of 1925. It makes clear the judgment of the Associations concerned that tenure ought not in any sense to depend upon rank. This should have been clear from the language of the 1925 Conference Statement, but a contrary practice at some influential institutions led to confusion in some minds. The more recent statement specifies a maximum period of probation in both the profession and a single institution, after which it is to be taken for granted that a teacher or scholar has an appointment of indefinite or continuous tenure in a well conducted institution and can be dismissed only for cause after due notice with an appropriate hearing. Some of the same men who participated in the Washington Conference of 1925 had a part in the later meetings, notably Dr. H. W. Tyler and Professor F. S. Deibler for the American Association of University Professors and Dr. Samuel P. Capen, Chancellor of the University of Buffalo, representing the Association of American Colleges. We have had with us as one of the speakers at this meeting Dr. William P. Tolley, President of Allegheny College, who is at present Chairman of the Commission on Academic Freedom and Academic Tenure of the Association of American Colleges.

Like its predecessors, the 1940 statement leaves something to be desired. All statements of principles need interpretation in their application to specific cases. There doubtless will be further joint conferences on the subject of academic freedom and tenure which

may result in revisions of the present statement of principles. Such statements of principles should always be formulated as principles rather than as codes. The experience of your Committee over a quarter of a century, however, has led to the evolution of a variety of conclusions and procedures in specific cases of alleged departures from the accepted principles, which might be collected into a substantial code.

Codification, however, at this stage would probably be unwise. It might tend to crystallize and make static that which ought to be, for the present at least, kept fluid and adaptable to changing conditions. This custom and usage, this common law of the academic world, is more likely to live and to grow if the Association exercises care in selecting officers to administer it than if it seeks to reduce it to a formal statement. It is, therefore, highly important to make sure that some of those entrusted with this phase of the work of the Association have previously participated in the deliberations of the Committee.

VI

This report should not conclude without at least a reference to the imperative obligation of members of our profession not to forget their rôle as scholars while playing their part as patriots. None of us can be absolved from the duty of answering the call of the nation in its hour of trial. When its existence is threatened by force, we cannot shirk the necessary measures of defense. The freedom of scholars and teachers is a part of the heritage which is in danger. However immediate and pressing, the danger needs no elaboration when we consider the fate of some of the most ancient and honorable institutions in the western world. All professions and classes must, therefore, enroll in the fight for the right to exist.

In the midst of such a conflict, with victory as the immediate end for which we are obliged to strive, marshalling our energies and resources in order that it may be attained, we are in grave danger of losing sight of those qualities of mind and spirit which alone can in the end make a tolerable and permanent peace. Thus a modern war endangers seriously the existence of the worthiest

emotions which inspire us to fight. Where better than in the halls of colleges and universities can we in this critical time keep alive the capacity for tolerance and self-control, the ability to see the weight of the argument on the other side of questions at issue even after we have made our own decision and are firm in the conviction that we have chosen the right? Who has a greater responsibility than professors in institutions of higher learning to send forth youths equipped with understanding that, in addition to courage, patient wisdom will be required to arrive at a tolerable settlement after force has achieved a victory?

As teachers and scholars as well as genuine lovers of our country, we shall neglect at our peril this phase of our obligation to the society that has favored us and has entrusted to us the task of educating the young and of seeking the truth. At a time such as this, in the face of an overwhelming obligation, it is frequently easier to drift uncritically with the tide than to pause at intervals to get our bearings in order to be as sure as possible that we travel toward a desirable goal. Whatever his motives, one who halts to ask questions in a time of danger, when treachery has justified some measure of suspicion, runs the risk of being misunderstood. Amid this darkness which threatens to envelop us, the Association may at times be called upon to defend the rights of honest seekers of the light.

This will frequently not be easy. It will scarcely be even possible unless members of the profession and the intelligent public can have faith in the patriotic good will of those who have the responsibility of making sure that the evidence is valid and sufficient before forming a judgment of a colleague who may be suspected unjustly. If the freedom we cherish is indeed basic in our scholarship, is it too much to ask that it inspire us to act justly in a perilous time?

Duke University

W. T. LAPRADE, *Chairman*

ACADEMIC FREEDOM AND TENURE

Statement of Principles, 1940¹

EDITORIAL NOTE: Statement of principles concerning academic freedom and tenure formulated by representatives of the Association of American Colleges and of the American Association of University Professors and agreed upon at a joint conference on November 8, 1940. This statement was endorsed by the Association of American Colleges at its Annual Meeting on January 9, 1941, by the American Association of Teachers Colleges at its Annual Meeting on February 22, 1941, and by the American Association of University Professors at its Annual Meeting on December 28, 1941.

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common

¹ Since 1934 representatives of the American Association of University Professors and of the Association of American Colleges have met in joint conferences to discuss the problems and principles of academic freedom and tenure. At a joint conference in March, 1936 it was agreed that the two Associations should undertake the task of formulating a new statement of principles on academic freedom and tenure which should ultimately replace the 1925 conference statement. Pursuant to this agreement three such joint conferences were held on October 4, 1937, January 22, 1938, and October 17-18, 1938. At the October, 1938 conference a statement of principles was agreed upon. This statement was endorsed by the Annual Meeting of the American Association of University Professors on December 28, 1938, and has subsequently been known as the 1938 statement of principles. The statement with several amendments was endorsed by the Annual Meeting of the Association of American Colleges on January 11, 1940. These amendments by the Association of American Colleges made another joint conference of representatives of the two Associations necessary. Such a conference was held in Washington, D. C., on November 8, 1940. At this conference a consensus was again reached and the 1940 statement agreed upon. The only real difference between the 1940 statement and the 1938 statement is in the length of the probationary periods set forth as representing "acceptable academic practice." The probationary periods agreed upon in the 1940 statement are one year longer than in the 1938 statement. Please note the section of the 1940 statement under the heading "Academic Tenure" (a) (2), and compare with same section in the 1938 statement (February, 1940 *Bulletin*, pp. 49-51).

good and not to further the interest of either the individual teacher¹ or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extra-mural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate

¹ The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Academic Tenure

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be

permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

Conference Statement of 1925

EDITORIAL NOTE: Statement of principles concerning academic freedom and tenure agreed upon at a conference of representatives of the American Association of University Women, the American Association of University Professors, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards, the Association of Land-Grant Colleges, the Association of Urban Universities, the National Association of State Universities and the American Council on Education in 1925. This statement was endorsed by the Association of American Colleges in 1925, the American Association of University Professors in 1926, and reaffirmed by the Association of American Colleges in 1935.

Academic Freedom

(a) A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

(b) A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications outside the college, except in so far as the necessity of adapting instruction to the needs of immature students, or in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

(c) No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside his own field of study. The teacher is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attach to all other citizens. If the extra-mural utterances of a teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should, when necessary, take pains to make it clear that they are expressing only their personal opinions.

Academic Tenure

(a) The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

(b) Termination of a temporary or a short-term appointment should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible. Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

(c) It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a

faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and to be heard in his own defense by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for other reasons than immorality or treason should not ordinarily take effect in less than a year from the time the decision is reached.

(d) Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

Statement Concerning Resignations, 1929

The following statement was approved at the 1929 Annual Meeting of the American Association of University Professors:

Any provision in regard to notification of resignation by a college teacher will naturally depend on the conditions of tenure in the institution. If a college asserts and exercises the right to dismiss, promote, or change salary at short notice, or exercises the discretion implied by annual contracts, it must expect that members of its staff will feel under no obligations beyond the legal requirements of their contracts. If, on the other hand, the institution undertakes to comply with the tenure specifications approved by the Association of American Colleges, it would seem appropriate for the members of the staff to act in accordance with the following provision:

1. Notification of resignation by a college teacher ought, in general, to be early enough to obviate serious embarrassment to

the institution, the length of time necessarily varying with the circumstances of his particular case.

2. Subject to this general principle it would seem appropriate that a professor or an associate professor should ordinarily give not less than four months' notice and an assistant professor or instructor not less than three months' notice.

3. In regard to offering appointments to men in the service of other institutions, it is believed that an informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions may be made at any time and without previous consultation with his superiors, with the understanding, however, that if a definite offer follows he will not accept it without giving such notice as is indicated in the preceding provisions. He is at liberty to ask his superior officers to reduce, or waive, the notification requirements there specified, but he should be expected to conform to their decision on these points.

4. Violation of these provisions may be brought to the attention of the officers of the Association with the possibility of subsequent publication in particular cases after the facts are duly established.

Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, and the American Association of Teachers Colleges.

Placing the name of an institution on this list does not mean that censure is visited by this Association either upon the whole of that institution or upon the faculty, but specifically upon its present administration. This procedure does not affect the eligibility of non-members for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list only by vote of the Association's Annual Meeting.

The censured administrations together with the dates of these actions by the Annual Meeting are listed below. Reports of investigations were published as indicated by the *Bulletin* citations:

Adelphi College, Garden City, New York (October, 1941 <i>Bulletin</i> , pp. 494-517)	December, 1941
Brenau College, Gainesville, Georgia	December, 1933
John B. Stetson University, De Land, Florida (October, 1939 <i>Bulletin</i> , pp. 377-399)	December, 1939
University of Kansas City, Kansas City, Missouri (October, 1941 <i>Bulletin</i> , pp. 478-493)	December, 1941
Montana State University, Missoula, Montana (<i>Bulletin</i> , April, 1938, pp. 321-348; December, 1939, pp. 578-584; February, 1940, pp. 73-91; December, 1940, pp. 602-606)	December, 1939
West Chester State Teachers College, West Chester, Pennsylvania (February, 1939 <i>Bulletin</i> , pp. 44-72)	December, 1939
University of Pittsburgh, Pittsburgh, Pennsylvania (March, 1935 <i>Bulletin</i> , pp. 224-266)	December, 1935
St. Louis University, St. Louis, Missouri (December, 1939 <i>Bulletin</i> , pp. 514-535)	December, 1939
University of Tennessee, Knoxville, Tennessee (June, 1939 <i>Bulletin</i> , pp. 310-319)	December, 1939
Central Washington College of Education, Ellensburg, Washington (October, 1940 <i>Bulletin</i> , pp. 471-475)	December, 1940
Western Washington College of Education (Board of Trustees), Bellingham, Washington (February, 1941 <i>Bulletin</i> , pp. 48-60)	December, 1941

THE BILL OF RIGHTS BELONGS TO THE PEOPLE¹

By ZECHARIAH CHAFEE, JR.

Harvard University

The Bill of Rights belongs to *us*. More than any other part of the Constitution, these ten amendments are the precious possession of private citizens. They came out of the people and were made directly for their benefit.

The original Constitution was different. It was not framed by representatives elected at the polls. In 1787 the tariff barriers raised by the states against each other had become disastrous, so the authorities of the various states picked out delegates and sent them to the Convention in Philadelphia to consider measures for improving commerce. Fortunately, as soon as they got there, they went far beyond their instructions, faced the greatest need of their time, and set up the machinery of a strong national government. The Constitution they made with extraordinary ability told how Congressmen and Senators and the President should be elected, how long they should serve, what laws Congress could impose on the states, how officials and judges were to be appointed. So far, so good. But except for limiting the suspension of the writ of habeas corpus, which releases men from illegal imprisonment, it said very little about what was to happen to farmers and storekeepers and workmen when they were face to face with the powerful officials of the new government. And so when the Constitution was sent out to the states for consideration, the plain people back home saw that something vital was still lacking. They chose some of their number to go to the state conventions and insist that the establishment of the new government should be followed by constitutional amendments setting up safeguards

¹ Address delivered in Chicago, Illinois, on December 15, 1941, for the Chicago Civil Liberties Committee in celebration of the One Hundred and Fiftieth Anniversary of the Bill of Rights.

against official oppression of ordinary citizens like themselves, like us. Their demand was satisfied very soon. Within six months after Washington's inauguration, the first national Congress under the leadership of James Madison framed ten amendments as a Bill of Rights and submitted them to the states. Once more the plain people back home knew what they wanted. They elected state legislators who approved all ten amendments. By that time there were fourteen states, so it required eleven to make the necessary three-quarters. When the eleventh state, Virginia, ratified a century and a half ago today, the citizens established their Bill of Rights, and ours.

I have not run across any account of celebrations on the hundredth anniversary in 1891, but probably the liberties guaranteed by these ten amendments were then pretty much taken for granted. True, we had them, but so did many monarchies on the Continent of Europe. In 1891, despite the imperfect progress of popular self-government, civil liberties little short of ours were enjoyed by the citizens of Belgium, Holland, Austria, Italy, and Germany, to say nothing of a republic like France. Tonight we have greater reason for thankfulness than our fathers fifty years ago. This celebration moves us more deeply than if it had happened a decade earlier. Dark contrasts have shown us, all too plainly, what it means to us to be secure in our "persons, houses, papers, and effects against unreasonable searches and seizures," not to be "held for a capital or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury," not to be "deprived of life, liberty, or property," without having our day in court and a fair trial, not to have our property "taken for public use, without just compensation." Or read the Sixth Amendment: "In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury . . . , and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence." Then think of innocent men just like us dragged from their homes at midnight to some concentration camp; the rest is silence. Even if a German today gets into a court, he can be tried and condemned for doing anything which the judges

say is "not according to healthy public sentiment." In this country a man cannot be arrested or tried or imprisoned except for some specific offense which has been made a crime by the elected representatives of the people in Congress. Thus the due process clause prevents our officials and judges from being a law unto themselves. They can enforce only the law of the land.

The tyranny that fetters the mind may be less cruel than the tyranny which imprisons or destroys the body, but it is even more degrading. In Continental universities which formerly led the thought of the world, professorships are now filled as we fill third-class postmasterships. Great newspapers of old days like the *Frankfurter Zeitung*, the *Neue Freie Presse* of Vienna, the *Corriere della Sera* of Milan are either gone or reduced to the status of governmental bulletins. Shirer's *Berlin Diary* and many another book bring home to us how crippled life can be without the liberties guaranteed to us by the amendment of which I shall mainly speak tonight, the First Amendment, which leaves each of us free to worship God in his own way, free to think his own thoughts, and within very broad limits free to spread those thoughts to others.

II

The Bill of Rights belongs to us and not merely to persons who hold unpopular views. It may be invoked by them at the moment, but it protects us too. If we let down the bars to make it easier for secret police to get such persons, then the bars will be down if they ever want to get us. Hence, we directly benefit ourselves when we insist on the maintenance of free speech and other constitutional liberties for men we dislike. As Judge Pound of New York said, "Although the defendant may be the worst of men, the rights of the best of men are secure only as the rights of the vilest and most abhorrent are protected." Once you let suppression get under way it spreads very fast and you are just as likely as anybody else to find yourself in its path. The big steel magnates of Germany were delighted when Hitler began rounding up Jews and Communists and seizing their property, and one of the biggest steel men, Mr. Thyssen, contributed large sums of money to help Hitler carry on the good work. Within a few years Mr.

Thyssen had all his property seized and departed for Switzerland in a hurry. About all he had left was the privilege of writing a book to tell everybody how badly Hitler had treated him.

And we get more from letting unpopular persons talk than the chance of our own future protection. We learn while they talk. We hear about grievances which might otherwise go uncured until they burst forth in violence. We hear some needed truths even though intermingled with much falsehood. Our ancestors insisted on freedom of speech because they believed that in this way we could attain the wisest sort of government and the best kind of community to live in, a community that is not filled with spies and suspicion.

"Those who won our independence were not cowards." So Mr. Justice Brandeis reminded us. "They did not exalt order at the cost of liberty. They believed that the final end of the state was to make men free to develop their faculties. They believed liberty to be the secret of happiness and courage to be the secret of liberty. They believed that freedom to think as you will and to speak as you think are indispensable to the discovery and spread of Truth; that the greatest menace to freedom is an inert people. . . . They recognized the risks to which all human institutions are subject. But they knew that it is hazardous to discourage thought, hope, and imagination; that fear breeds repression; repression breeds hate; hate menaces stable government. They knew that the path of safety lies in the opportunity to discuss freely supposed grievances and proposed remedies; and that the fitting remedy for evil counsels is good ones. The remedy is more speech, not enforced silence."

III

The Bill of Rights belongs to us, and it depends on us whether its provisions become a dead letter or remain vital forces in our national life. The liberties which were created by the action of the people a century and a half ago can remain vital only through the vigorous support of the people today—men and women like all of us in this room. This is clearly true of liberty of speech. We do well to think about important decisions in the United States Supreme Court and eloquent opinions by Justices Holmes and

Brandeis and Chief Justice Hughes. Yet it is we who can keep discussion open during an emergency, and the Supreme Court can do nothing about it. Cases of suppression will not get to Washington until long after the emergency is over. The only judicial decisions made while it lasts will be those by lower United States judges. Still more important is the attitude of prosecutors and police, because they can stifle free speech by confiscating pamphlets and by breaking up meetings through arrest, even though they do not bother to bring many persons to trial. Above all, the maintenance of open discussion depends on the great body of unofficial citizens. If they are intolerant and threaten mob violence and demand suppression, then officials are so sensitive to public views that they will confiscate and arrest and prosecute. And the power of the community extends far beyond official acts of suppression. If a community does not respect liberty for unpopular ideas and facts, it can easily drive such ideas and facts underground by persistent discouragement and sneers, by social ostracism, by boycotts of newspapers and magazines, by refusal to rent halls, by objections to the use of municipal auditoriums and school houses, by discharging teachers and professors and journalists, by organizing mobs and lynchings. On the other hand, plain men and women by their tolerance can make an atmosphere of open and unimpeded controversy as fully a part of the life of their community as any other American tradition. The law plays only a small part in either suppression or freedom. In the long run, the public gets just as much or just as little freedom of speech as it really wants.

There is one important principle for all citizens to bear in mind whenever they are faced with a problem of the proper limits to be allowed for discussion. Let me explain a little what I mean. You may be talking about the desirability of prosecuting an unpopular speaker. You may be talking about letting him hold a meeting in a public hall. Whatever the problem is, it will have two ends to it—the free speech end and the risk end. One end has to be balanced against the other to reach a solution. The First Amendment requires us to run a good many risks for the sake of the gains. Still, the value of open discussion is on occasions outweighed when the risks are so great as to constitute a clear and

present danger of injurious acts. For instance, we cannot allow a newspaper to publish a map of the fortifications of San Francisco, because this would give great help to foreign invaders. The constitutional right to talk does have some limits.

How can we most wisely tell whether those limits have been reached in the particular case? Here comes the important guiding principle I have in mind. In balancing the two ends against each other, *always begin at the free speech end*. Do not think first of the risks. Start by remembering the value of open discussion in American life. If you begin with the risks, you may easily become so frightened that you never get around to the free speech end at all. But if you start with what this country has gained from the First Amendment, you will view the risks more calmly when you get to them.

Take an example several months back—the last radio speech by Mr. Lindbergh. Some writers of letters to the press began by picturing the evils of a divided country and ended by denouncing Mr. Lindbergh as guilty of treason. Instead, begin at the free speech end. I disagreed with much that Mr. Lindbergh said, but is it not a cause for pride that we live in a country where the President can make a radio address at ten o'clock and his chief opponent is free to go on the air and answer him at eleven-thirty? Imagine Hitler speaking from Berlin, and then ninety minutes later a nation-wide German hook-up for ex-Chancellor Bruening replying by transatlantic radio from his study at Harvard. That such things are possible in America makes all of us eager to defend her. Once we realize this, we do not get excited about the dangers of opposition, but see that there was abundant opportunity for the President and his supporters to point out later whatever they considered untrue or unsound in Mr. Lindbergh's criticisms. Instead of suppression there was a fair field for all and no cause for resentment. The ultimate decision is far stronger because it was shaped by abundant previous discussion both ways. Now that the crisis has arrived, the result of free speech is a united nation.

IV

The Bill of Rights belongs to us—now. Free speech is not a policy to be laid on the shelf in emergencies. That is always a

tempting idea. In 1917 we were told by many that there would be time enough to think of the merits of the claims of England and France when the war was over. They said, in effect, "We don't care what sort of war it is. My country, right or wrong. Let us go ahead. This is no time to talk." The trouble is that unless argument be conducted during the emergency, it will often come too late to do any good. We know now that it is even harder to make peace effectively than to make war effectively, and yet we were forced to patch up the Treaty of Versailles in six hurried months without the benefit of an enlightened public discussion of such essential factors as the secret treaties among our Allies.

This war is not going to be like the last. The methods of fighting are very different, and the kind of talk which may be sought out for suppression will, I think, be just as different. There is not likely to be the same questioning of the causes of the war as in 1917. The events of December 7 leave very little room for argument on that score. Although employment relations may cause some disputes, radical labor will not be so outspoken as before, for the expenditures and policies of the New Deal have gone a long way to satisfy the old platforms of the I. W. W. and the socialist farmers. In 1942 the trouble seems likely to arise more from criticism of our associates, England and Russia, or from criticism of the disposition of the armed forces and the supply of munitions. Also the time may come as in the Civil War, when some citizens will favor ending hostilities at once by a negotiated peace, while the administration and the majority are determined to struggle on for a decisive victory. Opposition to the government on such matters is sure to arouse resentment and fears and vigorous demands for prosecutions and other forms of suppression. Then it will be necessary for thoughtful Americans to remember the national tradition of free speech. Great is the value of united opinion in war, but it cannot be effectively obtained by persecution. It is equally important that the war should be waged with as few mistakes as possible, and that it should be ended at the right time. The ultimate decision of all such questions is more likely to be wise if it be shaped by an informative and informed public opinion. And that means that both sides must have a fair chance to speak out.

Most of all, we need an immense amount of thinking and talking about the kind of world we want after the war. Victory is not enough unless it brings a just and enduring peace. American civilization cannot stand an endless outpouring of billions for defense during a patched-up peace. The problem is enormously difficult. In 1919 we tried to put together the pieces and failed. Now there are very few pieces to put together. There will have to be a big, fresh start, and its success will depend on the continued support of the American people for a good many years after the fighting is over. Any plan framed by a few leaders, however wisely, will fail unless it responds to widespread thoughts and desires of us ordinary men and women. Whatever plan be proposed, it will involve drawbacks, and citizens must first have become ready to accept those drawbacks as preferable to the horrors of a third World War. That means they must be made thoroughly aware through long discussion in speech and print of the nature of the plan. The seed Wilson sowed was perhaps better than we knew in the short time it was before us. At all events, it fell on thin soil and was blown away. If the new seed of 1943 or 1944 or 1945 is to take firm root, the soil must first be ploughed long and deeply back and forth by the impact of ideas, until it is prepared for fertile growth.

The First Amendment is a principle of political wisdom for just such emergencies as we are in now. The men who drafted it had just been through a seven-year war and a seven-year depression. As that rugged individualist of the North Dakota frontier, Judge Amidon, said in 1918:

The framers knew that the right to criticize might weaken the support of the Government in a time of war. They appreciated the value of a united public opinion at such a time. They were men who had experienced all those things in the war of the Revolution, and yet they knew too that the republic which they were founding could not live unless the right of free speech, of freedom of the press was maintained at such a time. They balanced these considerations and then wrote the First Amendment.

Last time we forgot all this. We became so afraid of those who advocated a peace without victory that we put some of them in jail and scared the rest into silence and so we got a victory without

peace. This time we must be wiser and not forget. Let us not in our anxiety to protect ourselves from foreign tyrants imitate some of their worst acts, and sacrifice in the process of national defense the very liberties which we are defending.

V

Last of all I want to reach the ears of some of those who contemplate writing or speaking on behalf of unpopular causes during the war. So far I have talked about the responsibilities of the authorities and ordinary citizens to preserve this liberty. Now I want to speak of responsibilities of the men who wish to talk. They are under a strong moral duty not to abuse the liberty they possess. All I have said and written goes to show that the law should lay few restraints upon them, but that makes it all the more important for them to restrain themselves. They are enjoying a great privilege, and the best return which they can make is to use that privilege wisely and sincerely for what they genuinely believe to be the best interests of their country. It is not going to be an easy task during the next few years to maintain freedom of speech unimpaired. There will be hard times ahead, perhaps even periods of disaster, during which many devoted citizens will readily believe that the safety of the nation demands the suppression of all criticism against those in authority. This tendency toward suppression will be immensely strengthened if speakers and writers use their privilege of free discussion carelessly or maliciously, so as to further their own ambitions or the immediate selfish interests of their particular minority. By abusing liberty of speech, they may easily further its abolition. I should be very slow to lock such men up or confiscate their pamphlets, but I do say that they owe it to the framers of the First Amendment who gave them this privilege, they owe it to all their fellow citizens and particularly to the few who share their own views, to think long and hard before they express themselves, so as to be sure that they speak fruitfully. It is hopeless for the law to draw the line between liberty and license. Judges and juries cannot look into the heart of a speaker or writer and tell whether his motives are patriotic or mean. But the man can look into his own heart and make that decision before he speaks out. Whatever efforts of this

sort unpopular persons make will do much to maintain the vitality of the First Amendment.

There is another danger to the American tradition of open discussion, against which unpopular speakers and writers should be constantly on their guard. If our enemies win this war, the First Amendment will be the first to disappear. These speakers and writers will have no opportunity to criticize their future rulers. There will be no newspapers in which to publish their views, no platforms on which to speak, no Supreme Court to protect them by a test of clear and present danger. Yetta Stromberg and Angelo Herndon and Harry Bridges will no longer have nice distinctions drawn in their favor by judges in gowns; they will merely be dumped into concentration camps or sent to the scaffold. More temperate opponents will be dragged down along with them. The only political party will be the party in power. Therefore, those who propose to criticize governmental policies during war should be ever aware of the fact that criticism carries risks. Attacks may weaken the power of the leaders to obtain the support of the rank and file. Even at this price, the risks of criticism must be run for the sake of its benefits, for the sake of being sure that the war is waged in the best possible way. Still it is the responsibility of the critics to be sure that the risks are as small as possible and the benefits are as great as possible. Hence they should take plenty of time and effort before they speak to be sure that their criticisms are based upon ascertained or highly probable facts, and that the judgments based thereon are formed calmly and without malice. They should be sure to frame their remarks so as to persuade their hearers to correct the mistakes which are pointed out and not merely arouse them to a useless or dangerous resentment.

The Bill of Rights belongs to us all. Majorities and minorities alike, we must henceforward give the best that is in us to preserve these ten amendments together with the rest of the Constitution and everything else that we hold dear.

FEDERAL INCOME TAX RETURNS IN 1942

The Federal Revenue Act of 1941 has several effects acutely significant to individual income taxpayers in the lower and middle brackets. While the so-called normal tax remains at the 4% rate, the surtax rates have been heavily increased. Furthermore, surtax now begins with the first dollar of surtax net income. The defense tax has been absorbed into the surtax, thus simplifying the computations in the return. Personal exemptions are still further reduced. The personal exemption for a single person or a married person not living with the other spouse, and in either case not the head of a family, has become \$750; that for a married couple living together or for the head of a family has become \$1500. The credit for dependents remains at \$400 each, except that if a taxpayer would not be the head of a family save by reason of having one or more dependents, his \$400 credit is disallowed with respect to one of these dependents. For example, a widower maintaining a home for himself and his two dependent children under the age of 18 has a personal exemption of \$1500 as head of the family and only one \$400 credit. See Specific Instructions 20, 21, attached to Form 1040, which is more fully described below.

The Act provides for an optional and greatly simplified method of return, made on a form numbered 1040A but very different from the forms bearing this number issued in previous years. This method may be used by citizens or resident aliens in cases where gross income does not exceed \$3000 and consists wholly of salary, wages, compensation for personal services, dividends, interest, rent, annuities, or royalties, or some combination of two or more of these forms of income. Because of the extreme ease of filling out Form 1040A, persons who use it save themselves time and trouble. Whether they will thus save or lose money can only be ascertained, however, by comparing the tax liability computed under Form 1040A with the tax liability computed under Form 1040. Form 1040A is not adaptable to use by married persons

making separate returns unless they split the \$1500 personal exemption half to one spouse and half to the other. Cf. paragraphs *infra* headed "Items 19-32" and "Questions." No further comment is made on Form 1040A because it is self-explanatory.

Form 1040 may properly be described as the general purpose individual return form. It is now arranged for use by small and large taxpayers alike. If a return involves no gain, profit, income, or loss from (a) sale or exchange of capital assets or other property, (b) business or profession, or (c) partnerships, fiduciaries, or sources not covered by any specific item, half of the form may be detached and discarded, with resulting simplification.

Treasury Regulations 103, originally issued in connection with revenue legislation of 1939, still remain the official published commentary on the income tax. In many respects, the pamphlet containing these Regulations furnishes helpful information with relation to current tax returns, but the new rate scales, the lowering of personal exemptions, the more sweeping requirements as to filing returns, the alterations in return forms, and numerous other changes must be borne in mind. Copies of the Regulations may sometimes be obtained from local Collectors of Internal Revenue, and may be purchased from the Superintendent of Documents, Washington, D. C., at \$1.00 each. The Treasury also issued a compilation of amendments to Regulations 103 which was obtainable from the Superintendent of Documents at 10 cents per copy, but this compilation carried matters down only to December 20, 1940, and further amendment has since occurred. All in all, a person needing to consult the Regulations does best to read them in the loose-leaf, up-to-date form supplied by one of the Federal tax services. These services will usually be found in law offices, in accountants' offices, in banks, or in business or law school libraries.

Form 1040 carries two closely printed pages of revised instructions which answer some questions, but leave many unanswered. This is inevitable. A gallon cannot squeeze into a pint measure. Some pertinent additional suggestions are offered in the following discussion of items, questions, etc., of Form 1040:

Item 1. *Salaries and other compensation for personal services.* At least two matters under this heading deserve primary emphasis.

First, teachers in state colleges and universities should observe Specific Instruction 1 as to the taxability of their salaries. Second, an important question for many teachers in active service has been whether they must include, as part of their gross income, contributions made to the cost of deferred retirement annuities by the institutions which they serve. The Treasury has ruled that such contributions do not constitute income constructively received by the teachers in the years during which the contributions are made, and therefore need not be reported as part of gross income for those years. See discussion in the *Bulletin*, March, 1935, pp. 268, *et seq.*; also I.T.2874, XIV-1 C.B.49, and I.T.3346, C.B.-1940-1, pp. 62, 64.¹

For expenses properly deductible from gross salaries and the like, consult the article by Professor Roswell Magill in the *Bulletin*, February, 1932, pp. 146-147; Regulations 103, sec. 19.23(a)-5; and G.C.M.11654, XII-1 C.B.250. Refer also to the comment below under Item 5.

One aspect of the deductibility of expenses has become particularly important to professors because of present emergency conditions. Many teachers, notably those engaged in engineering, science, economics, government, and law, have been called upon to give advice or render services at places distant from their homes and regular places of work. They have had to spend money for travel and subsistence and need to know whether these expenditures are deductible. Ordinary and necessary business expenses are deductible; personal, living, or family expenses are not deductible. Cases and rulings on the point are not sufficiently comprehensive to cover all situations, but some illustrations may be helpful. If a teacher whose regular work and home are in New York City is summoned to Washington for a few days as consultant to a government department, it is clear that he may deduct from any compensation received for this service the cost of travel, food, and lodging. In case he receives an expense allowance as well as compensation for services, the approved method of treating the transaction in a Federal income tax return is to in-

¹ "C.B." means the Internal Revenue Bulletin in its semi-annual cumulative form. Thus, XIV-1 C.B.49 means part 1 of vol. 14 of the Cumulative Bulletin at p. 49, and C.B.1940-1 means part 1 of the 1940 volume of the Cumulative Bulletin. I.T.2874 means ruling 2874 relating to Income Tax.

clude both compensation and expense allowance in gross income and deduct therefrom actual expenses of the kind indicated above. If a teacher whose regular work is in Illinois goes to Massachusetts for an extended term of service, intending at the end of this service to resume work in Illinois, his travelling expenses are deductible. If this teacher during his absence continues to maintain for his family a residence in Illinois, it is probable that his living expenses in Massachusetts are deductible. If, on the contrary, he closes his Illinois home, moves his family to Massachusetts, and there sets up temporary domestic headquarters, neither the expense of moving the family nor the living expenses of himself and family in Massachusetts would be deductible. See Regulations 103, sec. 19.23(a)-2, and especially the rulings and decisions summarized in connection with this section in the loose-leaf tax services. In all cases of doubt taxpayers claiming such expense deductions should include in their returns clear and adequately detailed statements of fact.

Item 2. *Dividends.* No special comment seems necessary.

Item 3. *Interest.* No special comment seems necessary.

Item 4. *Interest on Government obligations.* This item is supported by Schedule A on page 2 of the return form. In this schedule appears a line or item lettered (i) having to do with United States obligations issued on and after March 1, 1941, the interest on these obligations being subject to both normal tax and surtax according to the new Federal financing policy. During recent months many members of the teaching profession have purchased United States Savings Bonds and Defense Savings Bonds. These governmental securities are non-interest-bearing obligations issued at a discount. With respect to such obligations, governmental or private, the Revenue Act of 1941 inserted in the Internal Revenue Code a new subsection 42(b) which reads as follows:

(b) NON-INTEREST-BEARING OBLIGATIONS ISSUED AT DISCOUNT.—If, in the case of a taxpayer owning any non-interest-bearing obligation issued at a discount and redeemable for fixed amounts increasing at stated intervals, the increase in the redemption price of such obligation occurring in the taxable year does not (under the method of accounting used in computing his net income) constitute income to him in such year, such taxpayer

may, at his election made in his return for any taxable year beginning after December 31, 1940, treat such increase as income received in such taxable year. If any such election is made with respect to any such obligation, it shall apply also to all such obligations owned by the taxpayer at the beginning of the first taxable year to which it applies and to all such obligations thereafter acquired by him and shall be binding for all subsequent taxable years, unless upon application by the taxpayer the Commissioner permits him, subject to such conditions as the Commissioner deems necessary, to change to a different method. In the case of any such obligations owned by the taxpayer at the beginning of the first taxable year to which his election applies, the increase in the redemption price of such obligations occurring between the date of acquisition and the first day of such taxable year shall also be treated as income received in such taxable year.

Question 6, at the foot of page 2 of the return form, carries into effect the statutory provision just quoted. It is not stated explicitly whether the taxpayer is expected to enter the increase in redemption price of United States Savings Bonds and Defense Savings Bonds in Schedule A (i), if he takes advantage of the option provided by § 42(b). Apparently, however, such procedure would be acceptable.

United States Savings Bonds and Defense Savings Bonds bear tabulations showing the gradual increase in redemption price, and from these tabulations it is easy to obtain the necessary figures for using the option under § 42(b), if the taxpayer decides to pay his tax with respect to these securities in annual installments rather than in a lump sum for the year of redemption.

Item 5. *Rents and royalties.* So-called "royalties" on books written or published by teachers may be earned income, and subject to the earned income credit. But the one published ruling on this point draws a questionable distinction, and it is not possible to give reliable general advice. See Magill, *op. cit. supra* at p. 146; and G.C.M.236, VI-2 C.B.27. Internal Revenue Code, § 107, is a provision lessening the burden of income tax with respect to compensation for personal services covering a period of at least five calendar years, if not less than 95% of the compensation is paid only on completion of such services. The section, which is rather complicated, was printed in full in the *Bulletin*,

February, 1940, p. 68. No rulings made under it have yet been published, but Regulations 103, § 19.107-1, is the official commentary.

Item 6. *Annuities.* The taxation of annuities is important to retired professors. See Specific Instructions, Instruction 6, on the return form. The full statutory provision is found in Internal Revenue Code § 22(b)(2). The Treasury has ruled that when a retirement annuity has been purchased partly by deductions from a teacher's salary and partly by contributions from the employing institution, the amount contributed by the teacher himself constitutes "the aggregate premiums or consideration paid," and the amount contributed by the employer shall not be treated as part of such "aggregate premiums or consideration paid." See I.T.-2874, XIV-1 C.B.49. Carnegie Foundation retiring allowances and widows' pensions have been ruled nontaxable as gifts or gratuities. This ruling does not extend to payments made under provisions of the will of Andrew Carnegie.

Item 7. *Gains and losses from sale or exchange of capital assets and other property.* See Specific Instructions, Instruction 7, in right hand column of page 2 of Instruction Sheet accompanying return form. Schedules F and G in the return form furnish helpful guides in handling such items. It should be remembered both here and in connection with Item 14 (losses from fire, etc.) that for an individual a loss is not deductible unless (A) not compensated by insurance or otherwise and (B) suffered (1) in trade or business, or (2) in a transaction entered into for profit, or (3) from fires, storms, shipwreck, or other like casualty, or from theft. Internal Revenue Code § 23(e). For instance, loss on sale of a residence which the taxpayer has occupied as his dwelling house up to the time of sale is not deductible, although a gain on such a sale is taxable. It should also be noted that deductions may not be taken for losses from sales or exchanges of property directly or indirectly between members of a family. Internal Revenue Code, § 24(b)(1)(A) and (2)(D).

Item 8. *Net profit (or loss) from business or profession.* This is not deemed of particular interest to professors.

Item 9. *Income (or loss) from partnerships; fiduciary income; and other income.* If the taxpayer receives income from a fiduciary,

he should in any matter of doubt apply to the fiduciary for the necessary information and advice.

Items 11-16. *Deductions.* Consult the Instructions and Professor Magill's article already cited.

Items 19-32. *Computation of tax.* Most of these items require no special comment. The personal exemption of husband and wife who make separate returns may be taken in full by either or divided between them in such proportion as they see fit. In this situation the taxpayers' object will be to produce the greatest saving. Since this exemption applies against surtax as well as against normal tax, it should as a rule be used by that spouse whose income runs into higher surtax brackets.

Questions (numbered 1-8 at foot of page 2 of return form). Question 4 calls for certain information from a married taxpayer whose spouse makes a separate return. This by implication raises in the taxpayer's mind a query as to the relative advisability of joint and separate returns for married couples. In community property states, spouses will often find separate returns more beneficial than joint returns, because in separate returns community income can be split, and the surtax thereon dropped into lower brackets. Aside from this particular aspect of the problem, it will of course be self-evident that when husband and wife, making separate returns, would each show taxable income, a joint return by them will tend to push some of that income into higher brackets and thus increase the aggregate tax. But if either spouse has surplus allowable deductions, credits, etc., more than offsetting gross income, a joint return may save tax because, as stated in General Instructions A, paragraph headed "Joint return": "In a joint return the aggregate income, deductions, and credits are computed as though husband and wife were one person."

Question 6 has been referred to above in connection with Item 4. The other Questions appear to call for no special comment.

ASSOCIATION NEWS

The Association's List of Eligible Institutions

The American Association of University Professors accepts members only from the faculties of colleges and universities on its eligible list. Institutions are placed on the eligible list of the Association by action of the Council of the Association. The eligible list is made up primarily of institutions that have been accredited by an established accrediting agency. If and when a college or university loses its accreditation, the Council of the Association may remove it from the eligible list.

On December 29, 1941, the Council of the Association at its regular winter meeting voted to restore to the Association's eligible list two of the four institutions which had been removed from this list by Council action on January 1, 1941 because of loss of accreditation and because of evidence of unsatisfactory conditions of academic freedom and tenure.¹ During the past year, the two institutions restored to the eligible list have regained accreditation, and the Council has received assurance that conditions of academic freedom and tenure at both institutions are now satisfactory. The two institutions restored to the eligible list and the accrediting agency concerned in each case are as follows:

Louisiana State Normal College, Natchitoches, Louisiana (Southern Association of Colleges and Secondary Schools)
New Mexico College of Agriculture and Mechanic Arts, State College, New Mexico (North Central Association of Colleges and Secondary Schools)

Due to continued non-accreditation and unsatisfactory conditions of academic freedom and tenure, the other two institutions affected by the January 1, 1941 action of the Council have not been restored to the Association's eligible list. These institutions and their accrediting agencies are as follows:

¹ For report of this Council action, see February, 1941 *Bulletin*, pp. 82-83.

Duquesne University, Pittsburgh, Pennsylvania (Middle States Association of Colleges and Secondary Schools)
 Albany College, Portland, Oregon (Northwest Association of Secondary and Higher Schools)

The removal of an institution from the eligible list does not affect the rights of individual members of the Association on the faculty of the institution removed or their right to maintain an organized chapter; nor do members of the Association who accept positions on the faculty of an institution thus removed forfeit their membership in the Association. Such removal, however, means that until the institution is restored to the eligible list by Council action, members of the faculty of that institution who are not already members of the Association are ineligible for election to Association membership.

Council action in removing an institution from the eligible list following loss of accreditation is not to be confused with Association action in placing the administration of a college or university on the Association's list of censured administrations. This latter action is usually taken only in reference to an accredited institution after formal investigation and by vote of the Annual Meeting.¹

Announcements of Meetings

Baton Rouge, Louisiana, March 6-7

A regional meeting of members of the Association residing in Alabama, Arkansas, Kentucky, Louisiana, Tennessee, and Texas will be held at Louisiana State University in Baton Rouge on March 6-7, 1942. Invitations have been issued to the 33 chapters in the territory.

Professor Emeritus A. J. Carlson of the University of Chicago, a former President of the Association, will be one of the speakers. Dr. Eric Voegelin, formerly of the University of Vienna and this year Visiting Associate Professor of Government at Louisiana State University, will speak on "The European Universities in Relation to the Present War." Round-table topics are: "Tenure in Southern Universities" and "Universities and the War Effort."

¹ For statement concerning Censured Administrations, see page 91.

New York City, March 21

The annual spring meeting for members of the Association in and convenient to the metropolitan New York City area will be held at Hunter College on March 21, 1942.

Washington, D. C., March 14

A luncheon meeting of Association members will be held on March 14, 1942, at one o'clock, in Wesley Hall, 1703 K Street, N. W., Washington, D. C. Invitations have been sent to members in Washington and the nearby states by Professor Richard N. Owens of George Washington University, member for the region of Committee E on Organization and Conduct of Chapters.

The principal speaker will be Dr. Guy Stanton Ford, Professor Emeritus and former President of the University of Minnesota, who is now Executive Secretary of the American Historical Association. His subject will be "The Impact of the War Upon the Educational System."

Regional Meetings*De Kalb, Illinois*

The fourth annual meeting of members of the Association in Illinois was held on November 1, 1941 at Northern Illinois State Teachers College in De Kalb. About 100 persons attended one or both sessions. Aside from the De Kalb group, chapters from the following centers were represented: Bradley Polytechnic Institute, Central YMCA College, Elmhurst College, Illinois Institute of Technology, Illinois State Normal University, Eastern Illinois State Teachers College, Southern Illinois Normal University, MacMurray College, Monmouth College, and Northwestern University.

The feature of the morning program was the address by Professor William Montgomery McGovern of Northwestern University on "The Effect of the Totalitarian Philosophy on Higher Education." Under the chairmanship of Professor John A. Kinneman of the Illinois State Normal University, member of the Council, the afternoon session opened with a symposium on "The

Challenge of the American Association of University Professors in Institutions of Higher Learning in Illinois." The participants were Professors Edwin J. Kunst, Central YMCA College; Glenn C. Shaver, Monmouth College; and W. G. Swartz, Southern Illinois Normal University. Professor F. S. Deibler of Northwestern University, then national President of the Association, led the discussion which followed.

Saratoga Springs, New York

A meeting of Association members in the New York State Capital area was held on November 15, 1941, in Saratoga Springs, New York, with the Skidmore College chapter acting as host. Representatives were present from Rensselaer Polytechnic Institute, Russell Sage College, Skidmore College, Vassar College, and the University of Vermont. Tea was served at the Community House where the guests registered and were entertained by the Skidmore Chorus and String Ensemble. A dinner meeting, in which 68 persons participated, followed at the New Worden Hotel, with Mrs. Dorothea J. Crook, president of the Skidmore College chapter, presiding.

The topic of the panel discussion was "How Can Better Trustee-Faculty Relations Be Fostered?" Those who gave formal speeches on this topic were: Dr. Horace A. Eaton, Head of the English Department at Syracuse University; Miss Elizabeth Johnson, formerly head of the Baldwin School and a former trustee of Vassar College; Dr. Harry Carman of Columbia University and a member of the New York City Board of Higher Education; and Mr. John Slade, trustee of Skidmore College and a member of the Sociology Department.

A summary of the most significant points brought out during the speeches and discussion follows. There tends to be a faculty feeling of animus against the trustees, and the cure for this distracting element is a spirit of cooperation; trustees and faculty should have committees in which they can confer. This demands a willingness on the part of the faculty to work on committees, to overcome the feeling of indifference towards those things which are not directly concerned with the educational policy of the institution, and to share the responsibility for the plans made and

for their execution. Miss Johnson described the system in effect in the Baldwin School. The faculty is invited to elect two representatives to the Board of Trustees. This plan has worked to the mutual good of both the trustees and faculty during the past twenty-five years. She emphasized that the faculty members were active members of the board, and did not act merely in an advisory capacity.

Another speaker felt that the most important thing a board of trustees does is to elect a president and then hold him to a high responsibility. It sometimes happens that things the board decided should be done are somehow buried and never carried out, in which case the faculty may blame the trustees for the administrative failure.

Dr. Carman expressed the opinion that the lack of good will is often due to ignorance—the faculty and the trustees just do not know each other. He described his experiences in the university council at Columbia and the inside workings of the Board of Higher Education in New York City. Both these groups are successful in effecting cooperation between divergent groups. A speaker from the floor expressed the view that the spirit between the faculty and trustees must be the essence of democracy, each knowing what the other is doing and each working for the mutual benefit of the other.

The questions and suggestions from the floor showed that this matter was vital to every person present and that the discussion had started them thinking along lines of cooperation with the trustees and administration.

Chapter Activities

University of Kansas. The chapter held its annual meeting in the Memorial Union at the University on the evening of December, 10. The meeting, which was attended by 36 members, was preceded by a dinner. A review of the year's activities was given by Professor Carroll D. Clark, retiring chapter president. Professor George Baxter Smith, Dean of the School of Education, presented a paper entitled "Implications of Changes in Secondary Education." After discussing the increase of the last few decades in high school student bodies, as well as the change in nature of the student

bodies, and the concurrent changes in curriculum, Dean Smith suggested adjustments which should be made by universities in order to meet the new conditions. The paper was followed by extended discussion of the subject.

Purdue University. The chapter held two meetings in the fall. At the meeting on October 21 Dean A. A. Potter addressed the members on "The Effect of National Defense on Engineering Education." As Chairman of the National Advisory Committee on Engineering, Science, and Management Defense Training, Dean Potter was able to give an extremely interesting account of the adaptation of engineering education to the present emergency. At the December 5 meeting Professor Frederick S. Deibler of Northwestern University, then President of the Association, addressed the chapter on "The Association, Its Principles and Its Work." His account of the origin and development of the Association and his emphasis on the main ideals gave some of the older members as well as the younger ones their first clear conception of precisely what the Association stands for.

ANNUAL REPORT OF THE TREASURER¹

Statement of Receipts and Disbursements
for Years Ending December 31, 1940 and December 31, 1941

RECEIPTS	1940	1941
Membership Dues.....	\$52,431.22	² \$53,852.96
Bulletin Subscriptions and Sales.....	811.29	846.80
Advertising.....	298.88	229.33
Interest.....	312.00	373.47
Contributions.....	380.00	304.00
Total Current Receipts.....	\$54,233.39	\$55,606.56
DISBURSEMENTS		
Salary of General Secretary.....	\$ 7,500.00	\$ 7,750.00
Salary of Associate Secretary.....	5,187.46	5,687.51
Salaries of Assistants.....	14,516.75	15,031.71
President's Office.....	} \$534.55	{ 344.78
Treasurer's Honorarium.....		
Stationery and Supplies (including Printing and Mimeographing).....	2,112.15	2,121.14
Telephone and Telegraph.....	422.07	457.08
Postage and Express.....	⁴ 721.12	575.35
Rent.....	2,940.00	⁸ 2,993.33
Taxes, Insurance, and Auditor.....	748.22	713.84
Furniture and Equipment.....	359.10	⁶ 653.88
Bulletin Printing and Mailing.....	8,383.11	8,313.91
Committee A Field.....	1,435.98	1,426.63
Committee E Field.....	223.16	⁷ 160.62
Committee T Field.....	100.00	⁸ 2.80
Committee G Field.....	57.10	} ⁹ 534.56
Other Committees Field.....	352.03	
Annual Meeting Travel.....	390.50	{ 2,629.94
Officers and Delegates Travel.....	184.22	
Council Travel.....	1,990.53 ¹⁰	
Speakers Travel.....	
American Council on Education.....	100.00	410.98
Total Disbursements, Current Account.....	\$48,258.05	\$50,108.06
Surplus, Current Account.....	5,975.34	5,498.50
Cost per Member.....	3.10	3.11

Summary of Cash and Fund Accounts for the Year 1941

Checking Account:¹¹*Available for Current Disbursements*

Balance, January 1, 1941.....	\$ 2,037.58	
Current Receipts.....	55,606.56	
Transfer from Savings Accounts.....	<u>2,000.00</u>	\$59,644.14

Less: Current Disbursements.....	50,108.06	
Transfer to Savings Accounts..	<u>8,850.00</u>	<u>58,958.06</u>

Balance, Available for Current Disbursements, December 31, 1941....		\$ 686.08
---	--	-----------

Appropriation for Furnishing and Equipping New Offices

Withdrawn from Savings Account....	3,000.00	
Purchase of Furniture and Equipment	<u>2,027.95</u>	

Balance of Appropriation, December 31, 1941.....		972.05
--	--	--------

Committee Q Grant

Balance, January 1, 1941.....	611.01	
(No disbursements in 1941).....		<u>611.01</u>

Total, Checking Account at December 31, 1941.....		\$ 2,269.14
---	--	-------------

Savings Accounts:¹¹

Balance, January 1, 1941.....	\$21,150.00	
Deposited during 1941.....	<u>8,850.00</u>	<u>30,000.00</u>

Withdrawn for Current Disbursements	2,000.00	
Withdrawn for Furniture and Equipment for New Offices.....	<u>3,000.00</u>	<u>5,000.00</u>

Balance, December 31, 1941.....		\$ 25,000.00
---------------------------------	--	--------------

Life Membership Fund:¹¹

Balance, January 1, 1941.....	\$ 1,390.13	
Interest on Life Fund.....	<u>20.93</u>	

Total.....	1,411.06	
Transferred to Current Account.....	<u>185.00</u>	

Balance, December 31, 1941.....		\$ 1,226.06
---------------------------------	--	-------------

Total Assets, December 31, 1941.....		\$28,495.20
--------------------------------------	--	-------------

Certificate of the Auditor

I have audited the accounts and other financial records of the American Association of University Professors for the years ended December 31, 1940, and December 31, 1941. In my opinion the foregoing statement of cash receipts and disbursements properly presents the transactions for the year as recorded in the books and the summary of cash and fund accounts correctly shows the changes in these accounts during the year and the balances at December 31, 1941.

(Signed) Richard N. Owens

Certified Public Accountant, Illinois, 1923

Explanatory Notes

It should be understood that the allowances for committee field work cover only those expenses the committees incur outside the Association's Washington office, including travel expenses, legal advice, postage, and stenographic assistance. A large part of the expenses of the Washington office listed in this report as telephone and telegraph, stationery and supplies, salaries of assistants, and salaries of the General Secretary and of the Associate Secretary represent expenditures and services devoted to the work of these committees, particularly to that of Committee A on Academic Freedom and Tenure.

¹ Presented at the Council meeting December 29, 1941, using estimated figures.

² Increase due to larger membership.

³ President's Office and Treasurer's Honorarium combined under one heading in 1940 budget.

⁴ Included large mailing of invitations to membership.

⁵ Increased rent of new offices approved by Council.

⁶ Increase due to replacement of membership files.

⁷ Total amount requested by members of Committee E on Organization and Conduct of Chapters.

⁸ Committee functioned only in advisory capacity during 1941.

⁹ Increase due to meetings during 1941 of both the Committee on Organization and Policy and the Nominating Committee of five members. During years in which there are elected a president and vice-presidents, in addition to members of the Council, the Nominating Committee consists of five rather than three members. Expenses of Committee G were included in expenses of other committees in 1941 budget.

¹⁰ Allocations for these expenses have been changed as indicated.

¹¹ The Checking Account is deposited in the American Security & Trust Company of Washington, D. C. The Savings Accounts and the Life Membership Fund are deposited in the Harvard Trust Company of Cambridge, Massachusetts.

FLORENCE P. LEWIS, *Treasurer*

CONSTITUTION

Article I—Name and Object

1. The name of this Association shall be the American Association of University Professors.
2. Its object shall be to facilitate a more effective cooperation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

Article II—Membership

1. There shall be four classes of membership: Active, Junior, Associate, and Emeritus.
2. Active Members. Any university or college teacher or investigator who holds a position of teaching or research in a university or college in the United States or Canada, or in the discretion of the Council in an American-controlled institution situated abroad, or in a professional school of similar grade, may be nominated for Active membership in the Association.
3. Junior Members. Any person who is, or within the past five years has been, a graduate student may be nominated for Junior membership. Junior Members shall be transferred to Active membership as soon as they become eligible.
4. Associate Members. Any member who ceases to be eligible for Active or Junior membership, because his work has become primarily administrative, may be transferred with the approval of the Council to Associate membership.
5. Emeritus Members. Any Active Member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership.
6. Associate, Emeritus, and Junior Members shall have the

right of attendance at annual meetings of the Association without the right to vote or hold office.

7. The Council shall have power to construe the foregoing provisions governing eligibility for membership.

Article III—Officers

1. The officers of the Association shall be a President, a First Vice-President, a Second Vice-President, a General Secretary, and a Treasurer.

2. The term of office of the President and the Vice-Presidents shall be two years, that of the elective members of the Council three years, ten elective members retiring annually. The terms of office of the President, the Vice-Presidents, and of the members of the Council shall expire at the close of the last session of the Annual Meeting, or if a meeting of the Council is held after and in connection with the Annual Meeting, at the close of the last session of the Council, or thereafter on the election of successors.

3. The President, the Vice-Presidents, and the elective members of the Council shall be elected at the Annual Meeting by a proportional vote taken in the manner prescribed in Article X. Where there are more than two nominees for any office, the vote for that office shall be taken in accordance with the "single transferable vote" system, *i. e.*, on each ballot the member or delegate casting it shall indicate his preference by the numbers 1, 2, 3, etc., before the names of the nominees for each office; and in case no nominee receives a majority of first choices, the ballots of whichever nominee for a particular office has the smallest number of first choices shall be distributed in accordance with the second choices indicated in each ballot; and thus the distribution of ballots for each office shall proceed until for each office one nominee secures a majority of the votes cast, whereupon such nominee shall be declared elected. The General Secretary and the Treasurer shall be elected by the Council. The Council shall have power to remove the General Secretary or the Treasurer on charges or on one year's notice. The President, Vice-Presidents, and the retiring elective members of the Council shall not be eligible for immediate reelection to their respective offices. In case of a vacancy in the

office of President, the First Vice-President shall succeed to the office. In case of a vacancy in any other office, the Council shall have power to fill it until the next Annual Meeting and such an appointee shall be eligible for continuance by election at that time.

Article IV—Election of Members

1. There shall be a Committee on Admission of Members, the number and mode of appointment of which shall be determined by the Council.

2. Nominations for Active and Junior membership may be made to the General Secretary of the Association by any one Active Member of the Association.

3. It shall be the duty of the General Secretary to publish every nomination in the next following issue of the *Bulletin* of the Association, and to transmit it to the Committee on Admission of Members.

4. All persons receiving the affirmative vote of two-thirds of the members of the Committee on Admission of Members shall become members of the Association upon payment of the annual dues. No nomination shall be voted on, however, within thirty days after its publication in the *Bulletin*.

Article V—The Council

1. The President, the Vice-Presidents, and the General Secretary, together with the three latest living ex-Presidents, shall, with thirty elective members, constitute the Council of the Association, in which the responsible management of the Association and the control of its property shall be vested. On recommendation of the Council a former General Secretary of the Association who has held that position for ten years or more may by vote of the Association at the Annual Meeting be elected a life member of the Council. The President shall act as chairman of the Council. It shall have power to accept gifts of funds for endowment or current expenditures of the Association.

2. The Council shall be responsible for carrying out the general purposes of the Association as defined in the Constitution. It shall deal with questions of financial or general policy, with the

time, place, and program of the Annual Meeting and of any special meetings of the Association. It shall publish in the *Bulletin* a record of each Council meeting. It shall have authority to delegate specific responsibility to an Executive Committee of not less than six members including the President and the First Vice-President, and to appoint other committees to investigate and report on subjects germane to the purposes of the Association. (See By-Law 9.)

3. Meetings of the Council shall be held in connection with the Annual Meeting of the Association and at least at one other time during each year. The members present at any meeting duly called shall constitute a quorum. The Council may also transact business by letter ballot.

Article VI—By-Laws

By-Laws may be adopted at any Annual Meeting of the Association to become effective at the close of the last session of the Annual Meeting which enacted them.

Article VII—Dues, Termination of Membership

1. Each Active Member shall pay four dollars and each Associate or Junior Member shall pay three dollars to the Treasurer as annual dues.

2. Emeritus Members shall pay no dues.

3. Non-payment of dues by an Active, Associate, or Junior Member for two years shall terminate membership, but in such a case a member may be reinstated by the Council on payment of arrears.¹

4. For proper cause a member may be suspended, or his membership may be terminated, by a two-thirds vote of the Council at any regular or special meeting; but such member shall be notified of the proposed action, with the reasons therefor, at least four weeks in advance of the meeting and shall be given a hearing if he so requests.

5. A member desiring to terminate his membership may do so by a resignation communicated to the General Secretary.

¹ It has been voted by the Council that the *Bulletin* be discontinued at the end of one year and that, in case of subsequent reinstatement, payment be required for that year only.

Article VIII—Periodical

The periodical shall be under the editorial charge of a committee appointed by the Council; copies of it shall be sent to all members.¹

Article IX—Amendments

1. The Constitution may be amended by a two-thirds vote of the Active Members present and voting at any Annual Meeting, provided that on the request of one-fifth of these members a proportional vote shall be taken in a manner provided in Article X; and provided further that written notice of any proposed amendment shall be sent to the General Secretary by five members of the Association not later than two months before the Annual Meeting.

2. It shall be the duty of the General Secretary to send a copy of all amendments thus proposed to the members of the Association at least one month before the Annual Meeting.

Article X—Annual Meeting

The Association shall meet annually at such time and place as the Council may select. The Active and Junior Members of the Association in each Chapter may elect one or more delegates to the Annual Meeting. At the Annual Meeting all members of the Association shall be entitled to the privileges of the floor, but only Active Members to a vote. Questions shall ordinarily be determined by majority vote of the Active Members present and voting, but on request of one-fifth of these members a proportional vote shall be taken. When a proportional vote is taken, the accredited delegates from each Chapter shall be entitled to a number of votes equal to the number of Active Members in their respective Chapters, but any other Active Member not included in a Chapter thus represented shall be entitled to an individual vote. In case a Chapter has more than one delegate, the number of votes to which it is entitled shall be equally divided among the accredited delegates present and voting. The manner of voting at a special meeting of the Association shall be the same as for the Annual Meeting.

¹ By vote of the Council, Emeritus Members who pay no dues may receive the *Bulletin* at a special rate of \$1.00 a year.

Article XI—Chapters

Whenever the Active Members in a given institution number seven or more, they may constitute a Chapter of the Association. Each Chapter shall elect annually a President, a Secretary, and a Treasurer (or Secretary-Treasurer), and such other officers as the Chapter may determine. It shall be the duty of the Secretary of the Chapter to report to the General Secretary of the Association the names of the officers of the Chapter.

By-Laws

1. *Nomination for Office.*—After each Annual Meeting but not later than May 1, the President shall appoint, by and with the advice and consent of the Council, a committee of not less than three members, not officers or other members of the Council, to present nominations for the offices to be filled at the next Annual Meeting. Before submitting his nominations for the Nominating Committee to the Council for approval the President shall in a Council letter invite suggestions in writing from the members of the Council as to the membership of the Committee. In carrying on its work, the Committee shall seek advice from members of the Association, and shall, unless otherwise directed by the Council, hold a meeting at Association expense to complete its list of nominees.

For the purpose of securing suggestions for Council nominations, blank forms will be sent out to all members in January, to be returned to the Washington office for tabulation and reference to the Nominating Committee, each form to be filled in with the name of an Active Member connected with an institution located in that one of ten designated geographical districts formed on the basis of approximately equal Active membership, in which the member submitting the name resides. After receiving the tabulated list, the Nominating Committee, giving due regard to fields of professional interest, types of institutions, and suggestions received from members, shall prepare a list of twenty nominees for Council membership, two from each of the ten districts, provided that, before the inclusion of the names on the list of nominees, the consent of the nominees is secured.

The ten districts are now as follows:

- District I: Maine, N. H., Vt., Mass., R. I., Nova Scotia, Quebec.
- District II: Conn., New York City, N. J.
- District III: Rest of N. Y., Eastern Pa. (including Wilson College on western border), Ontario.
- District IV: Md., Del., D. C., Va., Western Pa. (including Pennsylvania State College on eastern border).
- District V: Ohio, Mich.
- District VI: W. Va., N. C., S. C., Ky., Tenn., La., Miss., Ala., Ga., Fla., Puerto Rico.
- District VII: Ind., Ill., Wis.
- District VIII: Mo., Iowa, Minn., N. Dak., S. Dak., Mont., Manitoba, and Alberta.
- District IX: Ark., Texas, Okla., Kans., Nebr., Wyo., Colo., N. Mex.
- District X: Ariz., Utah, Nev., Idaho, Wash., Oreg., Calif., Hawaii, British Columbia.

Changes in this list may be made by regular By-Law amendment or by Council action.

Nominations made by the Nominating Committee shall be reported to the General Secretary not later than September first. Nominations for members of the Council may also be made by petitions signed by not less than fifty Active Members of the Association resident within the district from which the Council member is to be chosen, provided that in determining the required number of signatures not more than ten of those signing a nominating petition shall be members of a single chapter. Nominations for the Presidency and the Vice-Presidencies may also be made by petition signed by not less than 150 Active Members of the Association, provided that in determining the required number of signatures not more than 15 of those signing the petition shall be members of a single chapter and not more than 90 shall be members of a single district. No member shall sign more than one petition. Petitions presenting nominees shall be filed in the office of the General Secretary not later than November fifteenth. The names of the persons nominated by the Nominating Commit-

tee, together with a brief biography of each nominee, shall be printed in the October number of the *Bulletin*. The names of all nominees, including those nominated by the Nominating Committee, together with a brief biography of each nominee and a statement of the method of his nomination, shall be printed in the December number of the *Bulletin*. The General Secretary shall prepare printed official ballots containing the names and brief biographies of all nominees, and in each case a statement of the method of nomination, for use at the Annual Meeting. Should the Annual Meeting be scheduled for October or November instead of for December, the Nominating Committee shall report to the General Secretary not later than May 1 for publication in the June and October issues of the *Bulletin* and nominations by petition shall be filed not later than September 15 for publication in the October *Bulletin*.

At the Annual Meeting, the nominations made in accordance with the foregoing procedure shall be voted upon by means of the official ballots, and no other nominations shall be permitted. The vote shall be taken in accordance with the provisions of Article III, Section 3 of the Constitution. The President shall have power to appoint official tellers to count the votes and report the result to the Annual Meeting. After the tellers have made their report they shall file the ballots cast with the General Secretary, who shall keep them in the files of the Association for a period of at least one year. The Council of the Association shall have power to order a recount by a special committee appointed for the purpose whenever in the discretion of the Council such a recount seems advisable because of doubt as to the accuracy of the tellers' canvass of the ballots; and on the basis of such recount the Council shall have power to declare the final result of the voting.

2. *Council Meetings*.—A special meeting of the Council shall be called by the President on the written request of at least eight members of the Council and notice of such meetings shall be mailed to every member two weeks in advance.

3. *Fiscal Year*.—The fiscal year of the Association shall extend from January 1 to December 31 of each year, inclusive.

4. *Chapters*.—The Council may allow the establishment in an institution of more than one Chapter if such action is deemed

necessary on account of the geographical separation of different parts of the institution.

A Chapter may invite to its meetings any person it desires who is not eligible for membership, such as administrative officers, those whose work cannot be classified as teaching or research, or members of the Association who are not members of the Chapter. It may establish annual dues of one dollar or less. A Chapter may exclude from Chapter meetings a member who has failed, after suitable notice, to pay lawfully established Chapter dues. If it seems desirable, a Chapter may meet with other chapters and with other local organizations.

Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of Chapters should in general act as members of faculties rather than in the name of the Chapter; but the Chapters as such may make recommendations to the faculty concerned.

5. *General Secretary.*—The General Secretary shall carry on the work of the Association and the Council under the general direction of the President, preparing the business for all meetings and keeping the records thereof. He shall conduct correspondence with the Council, Committees, and Chapters of the Association. He shall collect the membership dues and any other sums due the Association and transfer them to the Treasurer. He shall have charge of the office of the Association and be responsible for its efficient and economical management. He shall be a member of the editorial committee of the official periodical. He may with the approval of the President delegate any of these duties to an Associate Secretary or Assistant Secretary appointed by the Council for that purpose.

6. *Treasurer.*—The Treasurer shall receive all moneys and deposit the same in the name of the Association. He shall invest any funds not needed for current disbursements, as authorized by the Council or the Executive Committee. He shall pay all bills when approved as provided in By-Law 8. He shall make a report to the Association at the Annual Meeting and such other reports as

the Council may direct. He may with the approval of the Council authorize an Assistant Treasurer to act in his stead.

7. *Salaries: Sureties.*—The General Secretary, the Associate or Assistant Secretary, and the Treasurer shall be paid salaries determined by the Council and shall furnish such sureties as the Council may require.

8. *Payments.*—Bills shall be approved for payment by the General Secretary or in his absence by the President or Vice-President. Every bill of more than \$100 shall require the approval of two of these officers. Any bill not falling within the budget for the year shall require authorization by the Executive Committee.

9. *Executive Committee.*—The Executive Committee shall be appointed by the President by and with the advice and consent of the Council. Before submitting his nominations to the Council for approval the President shall give the members of the Council an opportunity to submit in writing their suggestions as to the membership of the Committee. The Executive Committee shall have immediate supervision of the financial management of the Association, employing an auditor annually and making investment of surplus funds, to be reported to the Council. It shall be responsible for approval of the budget prepared by the General Secretary and the Treasurer and for such other matters as may be referred to it by the Council. Meetings of the Committee may be held at the call of the President as its chairman.

COMMITTEES FOR 1942

COMMITTEE A

Academic Freedom and Tenure

Chairman, E. C. Kirkland (History), Bowdoin College

Active Members

W. T. Laprade (History), Duke University
Thomas F. Green, Jr. (Law) } *Secretaries*, Washington office
Ralph E. Himstead (Law) }
J. M. Maguire (Law), Harvard University, *Legal Adviser*
H. C. Lancaster (French Literature), Johns Hopkins University

Associate Members

Eastern:

Elliott E. Cheatham (Law), Columbia University
Thomas D. Cope (Physics), University of Pennsylvania
A. O. Lovejoy (Philosophy), Johns Hopkins University
John Q. Stewart (Astronomy, Physics), Princeton University

Central:

William E. Britton (Law), University of Illinois
A. C. Cole (History), Western Reserve University
DR Scott (Economics), University of Missouri
Quincy Wright (Political Science), University of Chicago

Southern:

William M. Hepburn (Law), University of Alabama
W. D. Hooper (Latin), University of Georgia
S. A. Mitchell (Astronomy), University of Virginia

Western:

A. M. Kidd (Law), University of California
F. M. Padelford (English), University of Washington
R. C. Tolman (Chemistry), California Institute of Technology
Laura A. White (History), University of Wyoming

COMMITTEE B

Freedom of Speech

Chairman, A. J. Carlson (Physiology), University of Chicago

Zechariah Chafee, Jr. (Law), Harvard University
W. W. Cook (Law), Northwestern University
F. L. Griffin (Mathematics), Reed College
A. O. Lovejoy (Philosophy), Johns Hopkins University

COMMITTEE C

International Relations

*Chairman, S. P. Duggan, Institute of International Education,
New York City*

R. L. Buell, Foreign Policy Association, New York City
L. P. Chambers (Philosophy), Washington University (St. Louis)
Paul H. Douglas (Economics), University of Chicago
Ross A. McFarland (Psychology), Harvard University
Eliot G. Mears (International Trade), Stanford University
L. S. Rowe, Pan American Union, Washington, D. C.
Quincy Wright (Political Science), University of Chicago

COMMITTEE D

Educational Standards

Chairman, Fernandus Payne (Zoology), Indiana University

(Personnel will be announced later.)

COMMITTEE E

Organization and Conduct of Chapters

Chairman, F. J. Tschan (History), Pennsylvania State College

Region 1, George B. Franklin (English), Boston University: the New England States, Nova Scotia, and New Brunswick.

Region 2, ———: * New York, Quebec, and Ontario. Joseph Allen (Mathematics), City College, Associate for metropolitan area of New York City.

Region 3, F. J. Tschan (History), Pennsylvania State College: New Jersey and Pennsylvania.

Region 4, R. N. Owens (Accounting), George Washington University: Delaware, Maryland, District of Columbia, Virginia, and West Virginia.

Region 5, E. L. Vance (Journalism), Florida State College for Women: North Carolina, South Carolina, Georgia, Florida, and Puerto Rico.

* Awaiting appointment.

Region 6, Nicholas Mogendorff (Botany), University of Toledo: Michigan and Ohio.

Region 7, ———: * Indiana, Illinois, and Wisconsin.

Region 8, William M. Hepburn (Law), University of Alabama: Kentucky, Tennessee, Alabama, Mississippi, and Louisiana.

Region 9, C. F. Littell (History and Political Science), Cornell College: Minnesota, Iowa, Missouri, and Manitoba.

Region 10, D. A. Worcester (Psychology), University of Nebraska: North Dakota, South Dakota, Nebraska, and Kansas.

Region 11, E. J. Lund (Zoology), University of Texas: Arkansas, Oklahoma, and Texas.

Region 12, A. S. Merrill (Mathematics), Montana State University: Montana, Idaho, Eastern Washington, Saskatchewan, and Alberta.

Region 13, F. E. E. Germann (Chemistry), University of Colorado: Wyoming, Colorado, Utah, and New Mexico.

Region 14, Henry K. Benson (Chemistry), University of Washington: Western Washington, Oregon, and British Columbia.

Region 15, Ralph H. Lutz (History), Stanford University: Nevada, Northern California, and Hawaii.

Region 16, Waldemar Westergaard (History), University of California at Los Angeles: Arizona and Southern California.

COMMITTEE F

Admission of Members

Chairman, Ella Lonn (History), Goucher College

B. W. Kunkel (Biology), Lafayette College

A. Richards (Zoology), University of Oklahoma

Richard H. Shryock (History), University of Pennsylvania

W. O. Sypherd (English), University of Delaware

F. J. Tschan (History), Pennsylvania State College

COMMITTEE G

Author-Publisher Contracts

Chairman, J. M. Cormack (Law), University of Southern California

P. L. Windsor (Library Science), University of Illinois

A. B. Wolfe (Economics), Ohio State University

* Awaiting appointment.

COMMITTEE I

Professional Ethics

Chairman, George Boas (Philosophy), Johns Hopkins University

Henry Crew (Physics), Northwestern University
G. W. Cunningham (Philosophy), Cornell University
Frederick S. Deibler (Economics), Northwestern University
John Dewey (Philosophy), Columbia University
W. B. Munro (History and Government), California Institute of Technology
J. H. Tufts (Philosophy), University of Chicago

COMMITTEE J

Relation of Junior Colleges to Higher Education

Chairman, A. C. Krey (History), University of Minnesota

W. C. Eells, American Association of Junior Colleges, Washington, D. C.
L. V. Koos (Education), University of Chicago

COMMITTEE L

Cooperation with Latin-American Universities

Chairman, L. S. Rowe, Pan American Union, Washington, D. C.

Frank Callcott (Romance Languages), Columbia University
S. P. Capen, Chancellor, University of Buffalo
I. J. Cox (History), Northwestern University
S. P. Duggan, Institute of International Education, New York City
John D. Fitz-Gerald (Romance Philology), University of Arizona
J. D. M. Ford (Romance Languages), Harvard University
Clarence H. Haring (Latin-American History), Harvard University
I. L. Kandel (Education), Columbia University
L. G. Moffatt (Romance Languages), University of Virginia
Arturo Torres-Rioseco (Spanish), University of California

COMMITTEE O

Organization and Policy

Chairman, W. W. Cook (Law), Northwestern University

William M. Hepburn (Law), University of Alabama
Kirk H. Porter (Political Science), State University of Iowa
F. J. Tschan (History), Pennsylvania State College

COMMITTEE P

Pensions and Insurance

Chairman, Mark H. Ingraham (Mathematics), University of Wisconsin

- W. W. Cook (Law), Northwestern University
S. S. Huebner (Finance), University of Pennsylvania
A. H. Mowbray (Economics), University of California
E. W. Patterson (Law), Columbia University

COMMITTEE Q

Preparation and Qualification of Teachers

Chairman, Dinsmore Alter (Statistics), California Institute of Technology

- Fowler D. Brooks (Education and Psychology), DePauw University
A. J. Carlson (Physiology), University of Chicago
Merle C. Coulter (Botany), University of Chicago
Cecil C. Craig (Mathematics), University of Michigan
Hardin Craig (English), Stanford University
R. A. Gortner (Agriculture), University of Minnesota
Harold Hotelling (Economics), Columbia University
Russell P. Jameson (Romance Languages), Oberlin College
Ida Jewett (English), Columbia University
Charles H. Judd (Education), University of Chicago
A. C. Krey (History), University of Minnesota
F. H. Reinsch (German), University of California at Los Angeles
H. L. Rietz (Mathematics), State University of Iowa
Lester B. Rogers (Education), University of Southern California
F. T. Spaulding (Education), Harvard University
K. P. Williams (Mathematics), Indiana University

COMMITTEE R

Encouragement of University Research

Chairman, A. O. Leuschner (Astronomy), University of California

- Eliot Blackwelder (Geology), Stanford University
R. G. Kent (Comparative Philology), University of Pennsylvania
J. L. Lowes (English), Harvard University
L. C. Marshall (Political Economy), American University

W. A. Nitze (Romance Languages), University of Chicago
W. A. Oldfather (Classics), University of Illinois
Joel Stebbins (Astronomy), University of Wisconsin
C. C. Torrey (Semitic Languages), Yale University

COMMITTEE S

Library Service

Chairman, Charles H. Brown (Librarian), Iowa State College

Jesse E. Adams (Education), University of Kentucky
Charlotte D'Evelyn (English), Mt. Holyoke College
Donald B. Durham (Classics), Hamilton College
D. C. Jackson (Electrical Engineering), Massachusetts Institute of Technology
R. J. Kerner (History), University of California
O. W. Long (German), Williams College
D. A. Robertson, President, Goucher College
W. O. Sypherd (English), University of Delaware
H. A. Wooster (Political Science), Oberlin College

COMMITTEE T

Place and Function of Faculties in College and University Government

Chairman, Paul W. Ward (Philosophy), Syracuse University

Joseph Allen (Mathematics), The City College (New York)
A. J. Carlson (Physiology), University of Chicago
H. S. Conard (Botany), Grinnell College
J. A. Leighton (Philosophy), Ohio State University
George H. Sabine (Philosophy), Cornell University
Florence D. White (French), Vassar College
J. W. Woodard (Sociology), Temple University

COMMITTEE W

Financial Resources of the Association

Chairman, A. J. Carlson (Physiology), University of Chicago

Joseph Allen (Mathematics), The City College (New York)
H. M. Gray (Economics), University of Illinois
Mark H. Ingraham (Mathematics), University of Wisconsin
Ralph H. Lutz (History), Stanford University
S. A. Mitchell (Astronomy), University of Virginia

COMMITTEE Z

Economic Welfare of the Profession

(Personnel will be announced later.)

Editorial Committee***Chairman, Ralph E. Himstead, Washington Office***

Thomas F. Green, Jr. (Law), Washington Office

E. C. Kirkland (History), Bowdoin College

Louise Pound (English), University of Nebraska

Richard J. Purcell (History), Catholic University of America

Association Representatives

American Council on Education: F. S. Deibler (Economics), Northwestern University; Ralph E. Himstead (Law), General Secretary, Washington office; W. T. Laprade (History), Duke University.

American Association for the Advancement of Science: A. J. Carlson (Physiology), University of Chicago; S. A. Mitchell (Astronomy), University of Virginia.

National Research Council: A. O. Leuschner (Astronomy), University of California.

American Documentation Institute: A. C. Wilgus (History), George Washington University.

United States Office of Education Wartime Commission: Ralph E. Himstead, General Secretary, Washington Office.

DISTRIBUTION OF MEMBERSHIP and RECORD OF CHAPTER OFFICERS

January 1, 1942

- Adelphi College, Garden City, N. Y. Active 5.
 Agnes Scott College, Decatur, Ga. Active 4.
 Akron, University of, Akron, Ohio. Chapter Officers: R. V. Sherman, *Pres.*; Audra Tenney, *Sec.* Active 33.
 Alabama College, Montevallo, Ala. Chapter Officers: Leah Dennis, *Pres.*; W. H. Trumbauer, *Sec.* Active 8.
 Alabama Polytechnic Institute, Auburn, Ala. Chapter Officers: C. S. Davis, *Pres.*; R. O. Christenson, *Sec.* Active 23.
 Alabama State Teachers College, Jacksonville, Ala. Active 1.
 Alabama State Teachers College, Troy, Ala. Active 3.
 Alabama, University of, University, Ala. Chapter Officers: James Holladay, *Pres.*; C. W. Smith, Jr., *Sec.* Active 109.
 Alaska, University of, College, Alaska. Active 3.
 Albany Medical College, Albany, N. Y. Active 4.
 Albion College, Albion, Mich. Chapter Officers: D. L. Randall, *Pres.*; Vera H. Buck, *Sec.* Active 17.
 Albright College, Reading, Pa. Active 3.
 Alfred University, Alfred, N. Y. Active 12.
 Allegheny College, Meadville, Pa. Chapter Officers: F. F. Seely, *Pres.*; Alice B. Kemp, *Sec.* Active 36.
 Alma College, Alma, Mich. Active 3.
 American College for Girls, Istanbul, Turkey. Active 1.
 American International College, Springfield, Mass. Active 1.
 American University, Washington, D. C. Chapter Officer: M. C. Batchelder, *Sec.* Active 23.
 Amherst College, Amherst, Mass. Chapter Officers: G. R. Taylor, *Pres.*; A. F. Havighurst, *Sec.* Active 30.
 Antioch College, Yellow Springs, Ohio. Chapter Officer: G. E. Owen, *Pres.* Active 5.
 Arizona State Teachers College, Flagstaff, Ariz. Chapter Officers: L. E. Mehlenbacher, *Pres.*; John Soares, *Sec.* Active 23.
 Arizona State Teachers College, Tempe, Ariz. Active 6.
 Arizona, University of, Tucson, Ariz. Chapter Officer: G. F. Herrick, *Pres.* Active 33.
 Arkansas State College, State College, Ark. Active 2.
 Arkansas State Teachers College, Conway, Ark. Active 3.
 Arkansas, University of, Fayetteville, Ark. Chapter Officers: R. A. Leflar, *Pres.*; P. C. Kelley, *Sec.* Active 54. Medical School, Little Rock, Ark. Chapter Officers: P. L. Day, *Pres.*; P. J. Almaden, *Sec.* Active 15.
 Asheville College, Asheville, N. C. Active 1.
 Ashland College, Ashland, Ohio. Chapter Officers: A. N. Stunz, *Pres.*; Amelia Kirkland, *Sec.* Active 13.
 Atlanta University, Atlanta, Ga. Chapter Officers: Mercer Cook, *Pres.*; Hattie V. Feger, *Sec.* Active 23.
 Augustana College and Theological Seminary, Rock Island, Ill. Chapter Officers: Margaret Olmsted, *Pres.*; H. F. Staack, *Sec.* Active 22.

- Baker University**, Baldwin, Kans. Chapter Officers: H. K. Ebright, *Pres.*; C. C. Alexander, *Sec.* Active 5.
- Baldwin-Wallace College**, Berea, Ohio. Chapter Officers: J. M. Blocher, *Pres.*; C. E. Feuchter, *Sec.* Active 32.
- Ball State Teachers College**, Muncie, Ind. Chapter Officers: R. H. Barnard, *Pres.*; J. M. Shales, *Sec.* Active 28.
- Bard College**, Annandale-on-Hudson, N. Y. Chapter Officers: G. H. Genzmer, *Pres.*; Artine Artinian, *Sec.* Active 9.
- Bates College**, Lewiston, Me. Active 8.
- Baylor University**, Waco, Tex. Chapter Officers: E. A. Heimann, *Pres.*; Allie Webb, *Sec.* Active 60.
- Beloit College**, Beloit, Wis. Active 2.
- Bennington College**, Bennington, Vt. Active 1.
- Berea College**, Berea, Ky. Chapter Officers: C. E. Pauck, *Pres.*; Ruth Woods, *Sec.* Active 49.
- Bethany College**, Lindsborg, Kans. Chapter Officers: E. O. Deere, *Pres.*; G. W. Kleihege, *Sec.* Active 9.
- Bethany College**, Bethany, W. Va. Chapter Officers: Earl McKenzie, *Pres.*; Margaret Sparks, *Sec.* Active 12.
- Billings Polytechnic Institute**, Billings, Mont. Active 7.
- Birmingham-Southern College**, Birmingham, Ala. Active 3.
- Blue Mountain College**, Blue Mountain, Miss. Active 2.
- Boston College**, Chestnut Hill, Mass. Active 2.
- Boston University**, Boston, Mass. Chapter Officers: C. E. Stratton, *Pres.*; C. P. Merlino, *Sec.* Active 66.
- Bowdoin College**, Brunswick, Me. Active 8.
- Bowling Green State University**, Bowling Green, Ohio. Chapter Officers: L. F. Manhart, *Pres.*; Florence J. Williamson, *Sec.* Active 55.
- Bradley Polytechnic Institute**, Peoria, Ill. Chapter Officers: H. C. Perkins, *Pres.*; J. H. Shroyer, *Sec.* Active 18.
- Brigham Young University**, Provo, Utah. Active 2.
- British Columbia, University of**, Vancouver, B. C. Active 5.
- Brooklyn College**, Brooklyn, N. Y. Chapter Officers: B. R. Coonfield, *Pres.*; H. Van R. Wilson, *Sec.* Active 147.
- Brooklyn, Polytechnic Institute of**, Brooklyn, N. Y. Chapter Officer: G. B. L. Smith, *Pres.* Active 20.
- Brown University**, Providence, R. I. Chapter Officers: Hans Kurath, *Pres.*; W. C. Beatty, *Sec.* Active 54.
- Bryn Mawr College**, Bryn Mawr, Pa. Chapter Officer: J. E. Gillet, *Pres.* Active 34; Junior 1.
- Bucknell University**, Lewisburg, Pa. Chapter Officers: A. I. Prantz, *Pres.*; J. S. Gold, *Sec.* Active 27. Junior College, Wilkes-Barre, Pa. Chapter Officers: D. J. Blankenship, *Pres.*; Arthur Bernhart, *Sec.* Active 9.
- Buffalo, University of**, Buffalo, N. Y. Chapter Officers: G. W. Fiero, *Pres.*; L. P. Kurtz, *Sec.* Active 59; Junior 1.
- Butler University**, Indianapolis, Ind. Chapter Officers: R. C. Friesner, *Pres.*; Florence I. Morrison, *Sec.* Active 39.
- California Institute of Technology**, Pasadena, Calif. Chapter Officers: E. T. Bell, *Pres.*; H. N. Gilbert, *Sec.* Active 56; Junior 3.
- California, University of**, Berkeley, Calif. Chapter Officers: F. L. Paxson, *Pres.*; C. D. Chretien, *Sec.* Active 155.
- California, University of**, Los Angeles, Calif. Chapter Officers: J. F. Bovard, *Pres.*; D. E. McHenry, *Sec.* Active 154; Junior 1.
- Canisius College**, Buffalo, N. Y. Active 1.
- Capital University**, Columbus, Ohio. Chapter Officer: W. O. Doescher, *Pres.* Active 3.
- Carleton College**, Northfield, Minn. Active 3.

- Carnegie Institute of Technology, Pittsburgh, Pa. Chapter Officers: B. C. Dennison, *Pres.*; J. M. Porter, Jr., *Sec.* Active 70.
- Carroll College, Helena, Mont. Active 1.
- Carroll College, Waukesha, Wis. Active 6.
- Carson-Newman College, Jefferson City, Tenn. Active 1.
- Carthage College, Carthage, Ill. Active 3.
- Case School of Applied Science, Cleveland, Ohio. Chapter Officers: E. A. Arnold, *Pres.*; R. L. Barrett, *Sec.* Active 18.
- Catawba College, Salisbury, N. C. Active 5.
- Catholic University of America, Washington, D. C. Chapter Officers: R. H. Connery, *Pres.*; A. S. Crisafulli, *Sec.* Active 20.
- Centenary College of Louisiana, Shreveport, La. Chapter Officers: W. G. Banks, *Pres.*; L. A. Thayer, *Sec.* Active 24.
- Central College, Fayette, Mo. Active 2.
- Central YMCA College, Chicago, Ill. Chapter Officers: C. M. Whitlo, *Pres.*; Arthur Hillman, *Sec.* Active 32.
- Centre College of Kentucky, Danville, Ky. Active 5.
- Chapman College, Los Angeles, Calif. Active 3.
- Charleston, College of, Charleston, S. C. Chapter Officer: A. L. Geisenheimer, *Sec.* Active 4.
- Chattanooga, University of, Chattanooga, Tenn. Chapter Officers: Godfrey Tietze, *Pres.*; C. W. Phelps, *Sec.* Active 11.
- Chicago Teachers College, Chicago, Ill. Active 2.
- Chicago, University of, Chicago, Ill. Chapter Officers: G. G. Bogert, *Pres.*; J. G. Kerwin, *Sec.* Active 211; Junior 3.
- Cincinnati, University of, Cincinnati, Ohio. Chapter Officers: A. M. Wilson, *Pres.*; Helen N. Smith, *Sec.* Active 150.
- Citadel, The, Charleston, S. C. Active 7.
- City College, The, New York, N. Y. Chapter Officers: J. H. Hutchins, *Pres.*; Samuel Middlebrook, *Sec.* Active 130. Commerce Center. Chapter Officers: Canute Hansen, *Pres.*; R. J. Kamenoff, *Sec.* Active 53; Junior 3.
- Claremont Colleges, Claremont, Calif. Active 2.
- Clarinda Junior College, Clarinda, Iowa. Active 1.
- Clark University, Worcester, Mass. Active 8.
- Clarkson School of Technology, Potsdam, N. Y. Active 3.
- Clemson Agricultural College, Clemson, S. C. Active 2.
- Coe College, Cedar Rapids, Iowa. Chapter Officers: K. A. Stiles, *Pres.*; I. L. Churchill, *Sec.* Active 17.
- Coker College, Hartsville, S. C. Active 3.
- Colby College, Waterville, Me. Active 11.
- Colby Junior College, New London, N. H. Active 1.
- Colgate University, Hamilton, N. Y. Chapter Officers: T. H. Robinson, *Pres.*; J. A. Storing, *Sec.* Active 56; Junior 1.
- Colorado College, Colorado Springs, Colo. Active 4.
- Colorado School of Mines, Golden, Colo. Active 4.
- Colorado State College of Agriculture and Mechanic Arts, Fort Collins, Colo. Chapter Officers: D. P. Glick, *Pres.*; M. T. James, *Sec.* Active 23; Junior 1.
- Colorado State College of Education, Greeley, Colo. Active 2.
- Colorado, Western State College of, Gunnison, Colo. Active 5.
- Colorado, University of, Boulder, Colo. Chapter Officers: W. B. Pietenpol, *Pres.*; Edna L. Johnson, *Sec.* Active 89; Junior 1.
- Columbia University, New York, N. Y. Chapter Officers: R. M. MacIver, *Pres.*; G. W. Hibbit, *Sec.* Active 167; Junior 2.
- Concord State Teachers College, Athens, W. Va. Chapter Officers: M. S. Cushman, *Pres.*; Hawey Wells, *Sec.* Active 9.
- Connecticut College, New London, Conn. Chapter Officers: Rosemary Park, *Pres.*; Marjorie R. Dilley, *Sec.* Active 26.

- Connecticut, Junior College of, Bridgeport, Conn. Active 1.
 Connecticut State Teachers College, New Haven, Conn. Active 1.
 Connecticut, Teachers College of, New Britain, Conn. Active 1.
 Connecticut, University of, Storrs, Conn. Chapter Officers: Walter Landauer, *Pres.*; H. E. Pinches, *Sec.* Active 69; Junior 2.
 Converse College, Spartanburg, S. C. Chapter Officer: J. W. Patton, *Sec.* Active 5.
 Cooper Union, New York, N. Y. Active 1.
 Cornell College, Mt. Vernon, Iowa. Chapter Officers: Samuel McLaughlin, *Pres.*; C. F. Littell, *Sec.* Active 27; Junior 1.
 Cornell University, Ithaca, N. Y. Chapter Officers: Dwight Sanderson, *Pres.*; H. B. Meek, *Sec.* Active 134; Junior 2.
 Creighton University, Omaha, Nebr. Chapter Officers: J. T. Lawlor, *Pres.*; A. G. Umscheid, *Sec.* Active 14.
 Culver-Stockton College, Canton, Mo. Chapter Officers: D. F. Ash, *Pres.*; Eugene Elkins, *Sec.* Active 8.
 Dakota Wesleyan University, Mitchell, S. Dak. Chapter Officers: L. C. Belding, *Pres.*; H. G. Alwine, *Sec.* Active 10.
 Dalhousie University, Halifax, N. S. Active 6.
 Dartmouth College, Hanover, N. H. Chapter Officers: J. B. Stearns, *Pres.*; Harry Shaw, *Sec.* Active 82.
 Davidson College, Davidson, N. C. Active 5.
 Dayton, University of, Dayton, Ohio. Active 2.
 Delaware, University of, Newark, Del. Chapter Officers: Quaesita C. Drake, *Pres.*; K. W. Oberlin, *Sec.* Active 48.
 Denison University, Granville, Ohio. Chapter Officers: A. C. Ladner, *Pres.*; F. C. Ward, *Sec.* Active 37.
 Denver, University of, Denver, Colo. Chapter Officers: T. G. Marsh, *Pres.*; Elwood Murray, *Sec.* Active 20.
 De Paul University, Chicago, Ill. Chapter Officers: W. F. Clarke, *Pres.*; L. M. McDermott, *Sec.* Active 17; Junior 1.
 DePauw University, Greencastle, Ind. Chapter Officers: R. E. Williams, *Pres.*; Lloyd Messersmith, *Sec.* Active 69.
 Detroit, University of, Detroit, Mich. Chapter Officers: P. S. Presta, *Pres.*; C. J. Pajot, *Sec.* Active 20.
 Dickinson College, Carlisle, Pa. Active 1.
 Dillard University, New Orleans, La. Active 1.
 Dominican College of San Rafael, San Rafael, Calif. Active 1.
 Drake University, Des Moines, Iowa. Chapter Officers: David Lynch, *Pres.*; Mary F. Boyd, *Sec.* Active 26.
 Drew University, Madison, N. J. Chapter Officers: L. C. Jordy, *Pres.*; J. A. McClintock, *Sec.* Active 19.
 Drexel Institute of Technology, Philadelphia, Pa. Active 2.
 Drury College, Springfield, Mo. Active 7.
 Dubuque, University of, Dubuque, Iowa. Chapter Officers: H. S. Ficke, *Pres.*; Reynold McKeown, *Sec.* Active 19.
 Duke University, Durham, N. C. Chapter Officers: Katherine Gilbert, *Pres.*; E. M. Carroll, *Sec.* Active 144.
 Duquesne University, Pittsburgh, Pa. Chapter Officers: Erna Risch, *Pres.*; H. W. Spiegel, *Sec.* Active 35; Junior 1.
 Earlham College, Richmond, Ind. Active 3.
 Elmhurst College, Elmhurst, Ill. Chapter Officers: H. J. Sander, *Pres.*; H. J. Belgum, *Sec.* Active 12.
 Elmira College, Elmira, N. Y. Active 6.
 Emory University, Emory University, Ga. Chapter Officers: R. C. Rhodes, *Pres.*; Clyde Pettus, *Sec.* Active 37.

- Erskine College, Due West, S. C. Active 1.
Eureka College, Eureka, Ill. Active 3.
Evansville College, Evansville, Ind. Chapter Officers: F. E. Beghtel, *Pres.*; Lucile Springer, *Sec.* Active 13.

Fairmont State Teachers College, Fairmont, W. Va. Chapter Officers: E. L. Lively, *Pres.*; Ethel Ice, *Sec.* Active 9.
Ferris Institute, College of Pharmacy, Big Rapids, Mich. Active 3.
Findlay College, Findlay, Ohio. Chapter Officers: R. A. Honn, *Pres.*; G. E. Dodds, *Sec.* Active 7.
Fisk University, Nashville, Tenn. Active 2.
Florida State College for Women, Tallahassee, Fla. Chapter Officers: Mildred Finnegan, *Pres.*; Florence R. Tryon, *Sec.* Active 43.
Florida, University of, Gainesville, Fla. Chapter Officers: Joseph Brunet, *Pres.*; F. W. Tuttle, *Sec.* Active 87.
Fordham University, New York, N. Y. Bronx Division. Chapter Officers: Ernest Chenel, *Pres.*; J. E. Tobin, *Sec.* Active 19. Manhattan Division. Chapter Officers: M. I. Hart, *Pres.*; C. J. Walsh, *Sec.* Active 21.
Franklin College of Indiana, Franklin, Ind. Chapter Officers: C. D. Kirklin, *Pres.*; F. P. Hall, *Sec.* Active 14.
Franklin and Marshall College, Lancaster, Pa. Chapter Officers: P. L. Whitely, *Pres.*; J. A. Neprash, *Sec.* Active 25.
Fresno State College, Fresno, Calif. Chapter Officers: L. F. Hadsall, *Pres.*; E. D. Lyon, *Sec.* Active 21.
Furman University, Greenville, S. C. Chapter Officers: W. P. Warren, *Pres.*; Olivia Futch, *Sec.* Active 29.

Geneva College, Beaver Falls, Pa. Active 2.
George Peabody College for Teachers, Nashville, Tenn. Chapter Officer: J. R. Robinson, *Sec.* Active 14.
George Washington University, Washington, D. C. Chapter Officers: R. N. Owens, *Pres.*; Thelma Hunt, *Sec.* Active 82.
George Williams College, Chicago, Ill. Active 2.
Georgetown University, Washington, D. C. Chapter Officer: W. H. E. Jaeger, *Pres.* Active 13.
Georgia School of Technology, Atlanta, Ga. Chapter Officer: D. R. Anderson, *Sec.* Active 31.
Georgia State College for Women, Milledgeville, Ga. Active 8.
Georgia State Woman's College, Valdosta, Ga. Chapter Officers: E. W. Phelan, *Pres.*; Gladys E. Warren, *Sec.* Active 12.
Georgia Teachers College, College, Ga. Active 2.
Georgia, University of, Athens, Ga. Chapter Officers: E. W. Parks, *Pres.*; H. B. Ritchie, *Sec.* Active 41.
Gettysburg College, Gettysburg, Pa. Chapter Officers: G. R. Larkin, *Pres.*; J. N. B. Livingood, *Sec.* Active 27.
Goucher College, Baltimore, Md. Chapter Officers: H. H. Lloyd, *Pres.*; Esther J. Crooks, *Sec.* Active 43.
Green Mountain Junior College, Poultney, Vt. Active 7.
Greensboro College, Greensboro, N. C. Active 3.
Grinnell College, Grinnell, Iowa. Chapter Officers: H. L. Clapp, *Pres.*; Elbert Smith, *Sec.* Active 24.
Grove City College, Grove City, Pa. Active 11.
Guilford College, Guilford College, N. C. Active 4.

Hahnemann Medical College, Philadelphia, Pa. Active 5.
Hamilton College, Clinton, N. Y. Chapter Officer: J. Q. Dealey, Jr., *Sec.* Active 19.

- Hamline University, St. Paul, Minn. Chapter Officers. H. P. Archerd, *Pres.*; D. E. Swanson, *Sec.* Active 15.
- Hampton Institute, Hampton, Va. Active 5.
- Hanover College, Hanover, Ind. Active 1.
- Hardin-Simmons University, Abilene, Tex. Active 1.
- Harris Teachers College, St. Louis, Mo. Chapter Officers: L. I. Zimmerman, *Pres.*; Edith E. Glatfelter, *Sec.* Active 12.
- Harvard University, Cambridge, Mass. Chapter Officers: J. S. Bixler, *Pres.*; Talcott Parsons, *Sec.* Active 135.
- Hastings College, Hastings, Nebr. Chapter Officers: David Dykstra, *Pres.*; G. W. Lindberg, *Sec.* Active 15.
- Haverford College, Haverford, Pa. Chapter Officers: M. V. Melchior, *Pres.*; D. P. Lockwood, *Sec.* Active 23.
- Hawaii, University of, Honolulu, Hawaii. Active 23.
- Heidelberg College, Tiffin, Ohio. Chapter Officers: G. A. Stinchcomb, *Pres.*; Jesse Pierce, *Sec.* Active 7.
- Henderson State Teachers College, Arkadelphia, Ark. Chapter Officer: P. G. Horton, *Pres.* Active 5.
- Hendrix College, Conway, Ark. Active 4.
- Hillsdale College, Hillsdale, Mich. Chapter Officer: H. M. Davidson, *Pres.* Active 4.
- Hiram College, Hiram, Ohio. Chapter Officers: J. S. Kenyon, *Pres.*; L. E. Cannon, *Sec.* Active 7.
- Hobart College, Geneva, N. Y. Chapter Officers: T. T. Odell, *Pres.*; Alma D. Buschmann, *Sec.* Active 30.
- Hofstra College, Hempstead, N. Y. Chapter Officers: M. H. Williams, *Pres.*; Faith P. Peirce, *Sec.* Active 17.
- Hollins College, Hollins, Va. Chapter Officer: E. Marion Smith, *Pres.* Active 9.
- Hood College, Frederick, Md. Chapter Officers: W. C. Neely, *Pres.*; Lilah R. Gaut, *Sec.* Active 40.
- Hope College, Holland, Mich. Active 2.
- Houghton College, Houghton, N. Y. Active 1.
- Howard College, Birmingham, Ala. Active 10.
- Howard University, Washington, D. C. Chapter Officers: R. W. Logan, *Pres.*; Madeline Kirkland, *Sec.* Active 38.
- Hunter College, New York, N. Y. Chapter Officers: Marion Witt, *Pres.*; Anna M. Trinsey, *Sec.* Active 161; Junior 1.
- Huron College, Huron, S. Dak. Active 3.
- Idaho State Normal School, Lewiston, Idaho. Active 8.
- Idaho, University of, Moscow, Idaho. Chapter Officers: A. G. Wiens, *Pres.*; Vada Allen, *Sec.* Active 32. Southern Branch, Pocatello, Idaho. Chapter Officers: C. G. Laird, *Pres.*; J. A. Davis, *Sec.* Active 26.
- Illinois College, Jacksonville, Ill. Active 4.
- Illinois Institute of Technology, Chicago, Ill. Chapter Officers: P. L. Copeland, *Pres.*; S. I. Hayakawa, *Sec.* Active 21.
- Illinois Normal University, Southern, Carbondale, Ill. Chapter Officers: T. R. Ragsdale, *Pres.*; Charlotte Zimmerschied, *Sec.* Active 79.
- Illinois State Normal University, Normal, Ill. Chapter Officers: R. G. Browne, *Pres.*; Nina B. Gray, *Sec.* Active 68.
- Illinois State Teachers College, Eastern, Charleston, Ill. Chapter Officers: H. DeF. Widger, *Pres.*; H. F. Heller, *Sec.* Active 28.
- Illinois State Teachers College, Northern, De Kalb, Ill. Chapter Officers: H. W. Gould, *Pres.*; M. T. Oakland, *Sec.* Active 38.
- Illinois State Teachers College, Western, Macomb, Ill. Chapter Officer: DeForest O'Dell, *Pres.* Active 13.
- Illinois, University of, Urbana, Ill. Chapter Officers: W. E. Britton, *Pres.*; E. W. McDiarmid, Jr., *Sec.* Active 114; Junior 2.

- Illinois Wesleyan University, Bloomington, Ill. Chapter Officers: W. E. Schultz, *Pres.*; Mildred Hunt, *Sec.* Active 7.
- Indiana State Teachers College, Terre Haute, Ind. Chapter Officers: J. R. Shannon, *Pres.*; Ora E. Rumble, *Sec.* Active 49.
- Indiana University, Bloomington, Ind. Chapter Officers: R. C. Brown, *Pres.*; Jane Fox, *Sec.* Active 152; Junior 2.
- Institute for Advanced Study, Princeton, N. J. Active 5.
- Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa. Chapter Officers: J. A. Vieg, *Pres.*; L. A. Underkoffler, *Sec.* Active 102.
- Iowa State Teachers College, Cedar Falls, Iowa. Chapter Officer: M. R. Beard, *Pres.* Active 9.
- Iowa, State University of, Iowa City, Iowa. Chapter Officers: Gordon Marsh, *Pres.*; Goldwin Smith, *Sec.* Active 99; Junior 1.
- Iowa Wesleyan College, Mt. Pleasant, Iowa. Active 3.
- James Millikin University, Decatur, Ill. Chapter Officers: M. E. Robinson, *Pres.*; R. R. Palmer, *Sec.* Active 15.
- Jamestown College, Jamestown, N. Dak. Active 1.
- John B. Stetson University, De Land, Fla. Active 6.
- John Carroll University, Cleveland, Ohio. Active 5.
- Johns Hopkins University, Baltimore, Md. Chapter Officer: A. W. Freeman, *Pres.* Active 55.
- John Tarleton Agricultural College, Stephenville, Tex. Active 3.
- Judson College, Marion, Ala. Active 3.
- Juniata College, Huntingdon, Pa. Active 1.
- Kalamazoo College, Kalamazoo, Mich. Active 6.
- Kansas State College of Agriculture and Applied Science, Manhattan, Kans. Chapter Officers: E. C. Miller, *Pres.*; Frank Byrne, *Sec.* Active 44.
- Kansas State College, Fort Hays, Hays, Kans. Active 6.
- Kansas State Teachers College of Emporia, Emporia, Kans. Chapter Officer: S. D. Mock, *Pres.* Active 43.
- Kansas State Teachers College, Pittsburg, Kans. Chapter Officers: R. A. Fritz, *Pres.*; Mary E. Cochran, *Sec.* Active 36.
- Kansas, University of, Lawrence, Kans. Chapter Officers: A. H. Turney, *Pres.*; A. W. Davidson, *Sec.* Active 79; Junior 2.
- Kansas City, University of, Kansas City, Mo. Chapter Officers: S. E. Ekblaw, *Pres.*; R. D. W. Adams, *Sec.* Active 34.
- Kent State University, Kent, Ohio. Chapter Officers: W. M. Williams, *Pres.*; Susanne M. Koehler, *Sec.* Active 71; Junior 1.
- Kentucky State Teachers College, Eastern, Richmond, Ky. Active 11.
- Kentucky, University of, Lexington, Ky. Chapter Officers: J. E. Adams, *Pres.*; L. W. Cohen, *Sec.* Active 105.
- Kenyon College, Gambier, Ohio. Chapter Officers: P. M. Titus, *Pres.*; C. M. Coffin, *Sec.* Active 23.
- Keuka College, Keuka Park, N. Y. Chapter Officers: Elizabeth McConkey, *Pres.*; A. A. DeBard, Jr., *Sec.* Active 15.
- Knox College, Galesburg, Ill. Chapter Officers: C. L. Furrow, *Pres.*; A. W. Newcombe, *Sec.* Active 15.
- Lafayette College, Easton, Pa. Chapter Officers: Mark Balderston, *Pres.*; R. G. Crosen, *Sec.* Active 46.
- Lake Erie College, Painesville, Ohio. Chapter Officers: Jessie L. Cook, *Pres.*; Kathryn S. Bennett, *Sec.* Active 9.
- Lake Forest College, Lake Forest, Ill. Chapter Officer: R. B. Williams, *Sec.* Active 17.
- La Salle College, Philadelphia, Pa. Active 1.

- Lawrence College, Appleton, Wis. Chapter Officers: W. A. McConagha, *Pres.*; Edna Wiegand, *Sec.* Active 23.
- Lebanon Valley College, Annville, Pa. Active 2.
- Lehigh University, Bethlehem, Pa. Chapter Officers: E. L. Crum, *Pres.*; D. H. Gramley, *Sec.* Active 33.
- Lenoir-Rhyne College, Hickory, N. C. Active 4.
- Limestone College, Gaffney, S. C. Active 2.
- Lincoln Memorial University, Harrogate, Tenn. Active 2.
- Lincoln University, Jefferson City, Mo. Chapter Officers: W. S. Savage, *Pres.*; C. A. Blue, *Sec.* Active 24.
- Lindenwood College, St. Charles, Mo. Active 5.
- Linfield College, McMinnville, Oreg. Chapter Officers: W. C. Smith, *Pres.*; H. C. Elkinton, *Sec.* Active 13.
- Loretto Heights College, Loretto Heights, Colo. Active 2.
- Louisiana Institute, Southwestern, Lafayette, La. Chapter Officer: A. P. Elliott, *Pres.* Active 30.
- Louisiana Polytechnic Institute, Ruston, La. Active 3.
- Louisiana State Normal College, Natchitoches, La. Chapter Officers: Sherrod Towns, *Pres.*; Sarah L. C. Clapp, *Sec.* Active 18.
- Louisiana State University, University, La. Chapter Officers: A. J. Stanley, *Pres.*; H. B. Woolf, *Sec.* Active 180; Junior 4. John McNeese Junior College, Lake Charles, La. Chapter Officers: W. N. Cusic, *Pres.*; Muriel R. Cleveland, *Sec.* Active 19.
- Louisville, University of, Louisville, Ky. Chapter Officers: S. T. Fife, *Pres.*; F. O. Wilcox, *Sec.* Active 35.
- Loyola University, Chicago, Ill. Chapter Officers: Paul Kiniery, *Pres.*; Raymond Sheriff, *Sec.* Active 16.
- Loyola University, New Orleans, La. Active 2.
- Luther College, Decorah, Iowa. Active 7.
- Lynchburg College, Lynchburg, Va. Active 6.
- McGill University, Montreal, Que. Active 5.
- McKendree College, Lebanon, Ill. Active 1.
- MacMurray College for Women, Jacksonville, Ill. Chapter Officers: Dorothy M. Burrows, *Pres.*; Grace Knopp, *Sec.* Active 20.
- Macalester College, St. Paul, Minn. Chapter Officers: Mary G. Owen, *Pres.*; Marion Boggs, *Sec.* Active 6.
- Madison College, Harrisonburg, Va. Chapter Officers: Paul Houchell, *Pres.*; L. A. Sanders, *Sec.* Active 20.
- Maine, University of, Orono, Me. Chapter Officers: C. E. Bennett, *Pres.*; L. F. Smith, *Sec.* Active 24.
- Manhattan College, New York, N. Y. Active 1.
- Manhattanville College of The Sacred Heart, New York, N. Y. Chapter Officers: J. G. O'Hara, *Pres.*; C. J. Haggerty, *Sec.* Active 6.
- Manitoba, University of, Winnipeg, Man. Active 1.
- Marietta College, Marietta, Ohio. Active 6.
- Marquette University, Milwaukee, Wis. Active 8.
- Mars Hill College, Mars Hill, N. C. Active 1.
- Marshall College, Huntington, W. Va. Chapter Officers: L. J. Todd, *Pres.*; M. G. Burnside, *Sec.* Active 26.
- Mary Baldwin College, Staunton, Va. Active 8.
- Mary Hardin-Baylor College, Belton, Tex. Active 3.
- Mary Washington College, Fredericksburg, Va. Chapter Officer: G. W. Arms, *Sec.* Active 12.
- Maryland College, Western, Westminster, Md. Chapter Officers: G. S. Wills, *Pres.*; W. R. Ridington, *Sec.* Active 7.
- Maryland State Teachers College, Towson, Md. Active 5.

- Maryland, University of, College Park, Md. Chapter Officers: Monroe Martin, *Pres.*; J. H. Reid, *Sec.* Active 113; Junior 2.
- Maryville College, Maryville, Tenn. Active 8.
- Mason City Junior College, Mason City, Iowa. Active 1.
- Massachusetts Institute of Technology, Cambridge, Mass. Chapter Officers: George Scatchard, *Pres.*; Philip Franklin, *Sec.* Active 56.
- Massachusetts State College, Amherst, Mass. Active 11.
- Memphis State College, Memphis, Tenn. Active 15.
- Mercer University, Macon, Ga. Active 2.
- Meredith College, Raleigh, N. C. Active 2.
- Miami University, Oxford, Ohio. Chapter Officers: W. S. Thompson, *Pres.*; F. B. Joyner, *Sec.* Active 20.
- Miami, University of, Coral Gables, Fla. Chapter Officers: S. B. Maynard, *Pres.*; L. T. Hayes, *Sec.* Active 31.
- Michigan College of Education, Central, Mt. Pleasant, Mich. Active 1.
- Michigan College of Education, Northern, Marquette, Mich. Active 1.
- Michigan College of Education, Western, Kalamazoo, Mich. Active 6.
- Michigan College of Mining and Technology, Houghton, Mich. Active 1.
- Michigan State College of Agriculture and Applied Science, East Lansing, Mich. Chapter Officers: M. M. Knappen, *Pres.*; Helen A. Ludwig, *Sec.* Active 98.
- Michigan State Normal College, Ypsilanti, Mich. Chapter Officers: J. H. Owens, *Pres.*; Rachel Uhvits, *Sec.* Active 28.
- Michigan, University of, Ann Arbor, Mich. Chapter Officers: C. D. Thorpe, *Pres.*; C. N. Wenger, *Sec.* Active 153.
- Middlebury College, Middlebury, Vt. Active 8.
- Mills College, Oakland, Calif. Chapter Officers: Ethel Sabin-Smith, *Pres.*; S. L. Gulick, *Sec.* Active 43.
- Millsaps College, Jackson, Miss. Active 1.
- Milwaukee-Downer College, Milwaukee, Wis. Active 1.
- Miner Teachers College, Washington, D. C. Active 1.
- Minnesota State Teachers College, Bemidji, Minn. Active 5.
- Minnesota State Teachers College, Duluth, Minn. Chapter Officers: J. V. Voorhees, *Pres.*; Olga Lakela, *Sec.* Active 21.
- Minnesota State Teachers College, Mankato, Minn. Chapter Officers: William Verhage, *Pres.*; W. P. Cushman, *Sec.* Active 16.
- Minnesota State Teachers College, Moorhead, Minn. Active 1.
- Minnesota State Teachers College, St. Cloud, Minn. Active 7.
- Minnesota State Teachers College, Winona, Minn. Active 1.
- Minnesota, University of, Minneapolis, Minn. Chapter Officers: O. B. Jesness, *Pres.*; Franz Montgomery, *Sec.* Active 325; Junior 5.
- Mississippi Southern College, Hattiesburg, Miss. Active 1.
- Mississippi State College, State College, Miss. Active 17.
- Mississippi State College for Women, Columbus, Miss. Active 10.
- Mississippi, University of, University, Miss. Active 13.
- Mississippi Woman's College, Hattiesburg, Miss. Active 1.
- Missouri School of Mines and Metallurgy, Rolla, Mo. Active 3.
- Missouri State Teachers College, Central, Warrensburg, Mo. Active 6.
- Missouri State Teachers College, Northeast, Kirksville, Mo. Active 12.
- Missouri State Teachers College, Northwest, Maryville, Mo. Chapter Officers: Frank Horsfall, Jr., *Pres.*; Carol Y. Mason, *Sec.* Active 38.
- Missouri State Teachers College, Southeast, Cape Girardeau, Mo. Chapter Officers: R. R. Hill, *Pres.*; L. H. Strunk, *Sec.* Active 37.
- Missouri State Teachers College, Southwest, Springfield, Mo. Active 7.
- Missouri, University of, Columbia, Mo. Chapter Officers: Jonas Viles, *Pres.*; R. L. Crouch, *Sec.* Active 118; Junior 1.
- Missouri Valley College, Marshall, Mo. Chapter Officers: P. L. Johnson, *Pres.*; W. W. Malcolm, *Sec.* Active 7.

- Monmouth College, Monmouth, Ill. Chapter Officers: H. R. Beveridge, *Pres.*; R. W. McCulloch, *Sec.* Active 23.
- Montana State College, Bozeman, Mont. Chapter Officer: O. E. Sheppard, *Pres.* Active 7.
- Montana State Normal College, Dillon, Mont. Active 1.
- Montana State University, Missoula, Mont. Chapter Officers: E. L. Marvin, *Pres.*; Lucile Speer, *Sec.* Active 32.
- Moravian College and Theological Seminary, Bethlehem, Pa. Active 1.
- Morehead State Teachers College, Morehead, Ky. Chapter Officers: G. B. Pennebaker, *Pres.*; Nelle Walters, *Sec.* Active 22.
- Morningside College, Sioux City, Iowa. Chapter Officers: T. C. Stephens, *Pres.*; Laura Fischer, *Sec.* Active 8.
- Mount Holyoke College, South Hadley, Mass. Chapter Officers: A. Elizabeth Adams, *Pres.*; John Lobb, *Sec.* Active 73.
- Mount Mercy College, Pittsburgh, Pa. Active 2.
- Mount St. Vincent, College of, New York, N. Y. Active 1.
- Mount Union College, Alliance, Ohio. Chapter Officers: E. A. Eckler, *Pres.*; Harry Geltz, *Sec.* Active 28.
- Muhlenberg College, Allentown, Pa. Chapter Officers: I. M. Wright, *Pres.*; P. A. Barba, *Sec.* Active 8.
- Multnomah College, Portland, Oreg. Active 11.
- Mundelein College, Chicago, Ill. Active 1.
- Murray State Teachers College, Murray, Ky. Chapter Officers: F. D. Mellen, *Pres.*; Beatrice Frye, *Sec.* Active 7.
- Muskingum College, New Concord, Ohio. Chapter Officers: L. E. Bixler, *Pres.*; Anna J. Closser, *Sec.* Active 10.
- Nazareth College, Louisville, Ky. Active 1.
- Nebraska State Teachers College, Kearney, Nebr. Chapter Officers: C. T. Ryan, *Pres.*; Mary M. Crawford, *Sec.* Active 10.
- Nebraska State Teachers College, Peru, Nebr. Active 2.
- Nebraska State Teachers College, Wayne, Nebr. Chapter Officers: Raymond Cherry, *Pres.*; Arlie Sutherland, *Sec.* Active 15.
- Nebraska, University of, Lincoln, Nebr. Chapter Officers: H. P. Davis, *Pres.*; C. A. Forbes, *Sec.* Active 124.
- Nebraska Wesleyan University, Lincoln, Nebr. Active 2.
- Nevada, University of, Reno, Nev. Chapter Officer: A. G. Mazour, *Pres.* Active 40.
- New Hampshire, University of, Durham, N. H. Chapter Officers: J. S. Walsh, *Pres.*; T. H. McGrail, *Sec.* Active 55.
- New Jersey State Teachers College, Jersey City, N. J. Active 1.
- New Jersey State Teachers College, Montclair, N. J. Chapter Officers: C. E. Gage, *Pres.*; F. R. Geigle, *Sec.* Active 19; Junior 1.
- New Jersey State Teachers College, Newark, N. J. Chapter Officers: J. S. French, *Pres.*; Marion E. Shea, *Sec.* Active 14.
- New Mexico College of Agriculture and Mechanic Arts, State College, N. Mex. Chapter Officers: G. L. Guthrie, *Pres.*; Mary Hammes, *Sec.* Active 46.
- New Mexico Highlands University, Las Vegas, N. Mex. Chapter Officers: Verdis Mays, *Pres.*; Margaret Emberger, *Sec.* Active 10.
- New Mexico School of Mines, Socorro, N. Mex. Active 1.
- New Mexico State Teachers College, Silver City, N. Mex. Active 1.
- New Mexico, University of, Albuquerque, N. Mex. Chapter Officers: T. C. Donnelly, *Pres.*; Katherine Simons, *Sec.* Active 41; Junior 1.
- New Rochelle, College of, New Rochelle, N. Y. Active 6.
- New York Medical College, New York, N. Y. Chapter Officers: Otis Cope, *Pres.*; J. W. Benjamin, *Sec.* Active 12.

- New York State College for Teachers, Albany, N. Y. Chapter Officer: Edith O. Wallace, *Pres.* Active 14.
- New York State Normal School, Geneseo, N. Y. Active 2.
- New York State Normal School, New Paltz, N. Y. Active 1.
- New York State Normal School, Potsdam, N. Y. Active 2.
- New York State Teachers College, Buffalo, N. Y. Active 1.
- New York University, New York, N. Y. Chapter Officers: Rudolf Kagey, *Pres.*; G. B. Vetter, *Sec.* Active 135; Junior 1.
- Newark College of Engineering, Newark, N. J. Active 11.
- Newark, University of, Newark, N. J. Active 7.
- Newberry College, Newberry, S. C. Active 3.
- North Carolina, Agricultural and Technical College of, Greensboro, N. C. Active 1.
- North Carolina College for Negroes, Durham, N. C. Active 1.
- North Carolina State College of Agriculture and Engineering, Raleigh, N. C. Chapter Officers: L. E. Cook, *Pres.*; G. W. Bartlett, *Sec.* Active 21.
- North Carolina, East Carolina Teachers College of, Greenville, N. C. Active 6.
- North Carolina, University of, Chapel Hill, N. C. Chapter Officer: H. M. Burlage, *Pres.* Active 30.
- North Carolina, The Woman's College of the University of, Greensboro, N. C. Chapter Officers: Florence L. Schaeffer, *Pres.*; W. P. Chase, *Sec.* Active 74.
- North Dakota Agricultural College, Fargo, N. Dak. Active 3.
- North Dakota, State Teachers College of, Minot, N. Dak. Active 1.
- North Dakota, State Teachers College of, Valley City, N. Dak. Active 1.
- North Dakota, University of, Grand Forks, N. Dak. Chapter Officers: H. H. Russell, *Pres.*; N. A. Weber, *Sec.* Active 38.
- Northeastern University, Boston, Mass. Active 1.
- Northwestern University, Evanston, Ill. Chapter Officers: William Jaffé, *Pres.*; J. H. McBurney, *Sec.* Active 239; Junior 3.
- Norwich University, Northfield, Vt. Active 9.
- Notre Dame College, South Euclid, Ohio. Active 2.
- Notre Dame, University of, Notre Dame, Ind. Active 2.
- Oberlin College, Oberlin, Ohio. Chapter Officers: R. A. Jelliffe, *Pres.*; J. W. Kurtz, *Sec.* Active 47.
- Occidental College, Los Angeles, Calif. Chapter Officers: Hazel E. Field, *Pres.*; J. D. Young, *Sec.* Active 12.
- Ohio State University, Columbus, Ohio. Chapter Officers: H. G. Hullfish, *Pres.*; N. N. Luxon, *Sec.* Active 228; Junior 2.
- Ohio University, Athens, Ohio. Chapter Officers: G. W. Starcher, *Pres.*; J. H. Caskey, *Sec.* Active 132.
- Ohio Wesleyan University, Delaware, Ohio. Chapter Officers: B. T. Spencer, *Pres.*; Carolyn Tarbell, *Sec.* Active 45.
- Oklahoma Agricultural and Mechanical College, Stillwater, Okla. Chapter Officers: J. H. Zant, *Pres.*; M. W. Rosa, *Sec.* Active 45.
- Oklahoma College for Women, Chickasha, Okla. Active 2.
- Oklahoma, Central State College of, Edmund, Okla. Active 1.
- Oklahoma, East Central State College of, Ada, Okla. Active 1.
- Oklahoma, Northwestern State College of, Alva, Okla. Active 4.
- Oklahoma, Southeastern State College of, Durant, Okla. Active 4.
- Oklahoma, University of, Norman, Okla. Chapter Officers: G. A. Van Lear, Jr., *Pres.*; C. A. Campbell, *Sec.* Active 145; Junior 1.
- Omaha, University of, Omaha, Nebr. Chapter Officers: S. L. Witman, *Pres.*; Dana Warren, *Sec.* Active 43; Junior 1.
- Oregon College of Education, Monmouth, Oreg. Chapter Officers: A. S. Jensen, *Pres.*; A. C. Stanbrough, *Sec.* Active 8.
- Oregon College of Education, Eastern, LaGrande, Oreg. Active 1.

- Oregon State College, Corvallis, Oreg. Chapter Officers: Melissa M. Martin, *Pres.*; H. E. Childs, *Sec.* Active 63.
- Oregon, University of, Eugene, Oreg. Chapter Officers: Waldo Schumacher, *Pres.*; S. H. Jameson, *Sec.* Active 102.
- Ottawa University, Ottawa, Kans. Active 1.
- Otterbein College, Westerville, Ohio. Active 2.
- Our-Lady-of-the-Lake College, San Antonio, Tex. Active 1.
- Pacific Lutheran College, Parkland, Wash. Active 2.
- Pacific University, Forest Grove, Oreg. Active 5.
- Park College, Parkville, Mo. Active 7.
- Parsons College, Fairfield, Iowa. Active 1.
- Pennsylvania College for Women, Pittsburgh, Pa. Chapter Officers: Marguerite M. Owens, *Pres.*; Vivian Rand, *Sec.* Active 27.
- Pennsylvania State College, State College, Pa. Chapter Officers: W. E. Butt, *Pres.*; A. W. Case, *Sec.* Active 152.
- Pennsylvania, State Teachers College of, Bloomsburg, Pa. Active 1.
- Pennsylvania, State Teachers College of, California, Pa. Chapter Officers: O. R. Bontrager, *Pres.*; Ruth L. Myers, *Sec.* Active 9.
- Pennsylvania, State Teachers College of, Edinboro, Pa. Active 1.
- Pennsylvania, State Teachers College of, Indiana, Pa. Active 4.
- Pennsylvania, State Teachers College of, Lock Haven, Pa. Chapter Officers: W. R. North, *Pres.*; A. S. Rude, *Sec.* Active 10.
- Pennsylvania, State Teachers College of, Mansfield, Pa. Active 1.
- Pennsylvania, State Teachers College of, Millersville, Pa. Active 1.
- Pennsylvania, State Teachers College of, Slippery Rock, Pa. Active 2.
- Pennsylvania, State Teachers College of, West Chester, Pa. Chapter Officers: C. L. Graham, *Pres.*; Paul McCorkle, *Sec.* Active 19.
- Pennsylvania, University of, Philadelphia, Pa. Chapter Officers: R. G. Kent, *Pres.*; E. W. Carter, *Sec.* Active 136; Junior 1.
- Pennsylvania, Women's Medical College of, Philadelphia, Pa. Active 6.
- Phillips University, Enid, Okla. Active 1.
- Phoenix Junior College, Phoenix, Ariz. Active 2.
- Pikeville College, Pikeville, Ky. Active 1.
- Pittsburgh, University of, Pittsburgh, Pa. Chapter Officers: D. D. Lessenberry, *Pres.*; F. E. Curtis, *Sec.* Active 70.
- Pomona College, Claremont, Calif. Chapter Officers: C. G. Jaeger, *Pres.*; H. H. Davis, *Sec.* Active 15.
- Presbyterian College, Clinton, S. C. Active 1.
- Princeton University, Princeton, N. J. Chapter Officers: T. M. Greene, *Pres.*; W. S. Howell, *Sec.* Active 106.
- Principia, The, Elmhurst, Ill. Active 1.
- Puerto Rico, University of, Rio Piedras, P. R. Active 13.
- Puget Sound, College of, Tacoma, Wash. Active 4.
- Purdue University, Lafayette, Ind. Chapter Officers: William Braswell, *Pres.*; S. E. Hartsell, *Sec.* Active 110.
- Queens College, Flushing, N. Y. Active 15.
- Queens College, Charlotte, N. C. Active 8.
- Randolph-Macon College, Ashland, Va. Active 2.
- Randolph-Macon Woman's College, Lynchburg, Va. Active 8.
- Redlands, University of, Redlands, Calif. Chapter Officers: F. J. Sales, *Pres.*; Eva R. Price, *Sec.* Active 29.
- Reed College, Portland, Oreg. Chapter Officers: R. F. Arragon, *Pres.*; J. T. Hamilton, *Sec.* Active 25.
- Rensselaer Polytechnic Institute, Troy, N. Y. Active 10.

- Rhode Island State College, Kingston, R. I. Active 5.
 Rice Institute, Houston, Tex. Chapter Officers: H. E. Bray, *Pres.*; Edgar Altenburg, *Sec.* Active 9.
 Richmond, University of, Richmond, Va. Active 7.
 Ripon College, Ripon, Wis. Active 3.
 Riverside Junior College, Riverside, Calif. Active 1.
 Roanoke College, Salem, Va. Active 1.
 Robert College, Istanbul, Turkey. Active 4.
 Rochester, University of, Rochester, N. Y. Chapter Officers: John Hoffmeister, *Pres.*; D. L. Canfield, *Sec.* Active 68.
 Rockford College, Rockford, Ill. Chapter Officers: Mary V. Braginton, *Pres.*; Meno Lovenstein, *Sec.* Active 20.
 Rollins College, Winter Park, Fla. Chapter Officers: E. F. Weinberg, *Pres.*; Bernice Shor, *Sec.* Active 18.
 Rosary College, River Forest, Ill. Active 4.
 Rose Polytechnic Institute, Terre Haute, Ind. Chapter Officers: W. N. Baker, *Pres.*; T. P. Palmer, *Sec.* Active 22.
 Russell Sage College, Troy, N. Y. Chapter Officers: Esther C. Hendee, *Pres.*; N. G. Sahlin, *Sec.* Active 48.
 Rutgers University, New Brunswick, N. J. Chapter Officer: Sidney Sanderson, *Sec.* Active 50; Junior 2.
- St. Elizabeth, College of, Convent Station, N. J. Active 1.
 St. Francis, College of, Joliet, Ill. Active 1.
 St. Francis College, Loretto, Pa. Active 2.
 St. John's College, Annapolis, Md. Active 3.
 St. John's University, Brooklyn, N. Y. Active 23.
 St. Joseph's College, West Hartford, Conn. Active 1.
 St. Joseph's College, Emmitsburg, Md. Active 1.
 St. Joseph's College for Women, Brooklyn, N. Y. Active 1.
 St. Lawrence University, Canton, N. Y. Chapter Officers: Alida A. Martin, *Pres.*; Mary A. Saleski, *Sec.* Active 17.
 St. Louis University, St. Louis, Mo. Chapter Officers: Millett Henshaw, *Pres.*; Felix Giovanelli, *Sec.* Active 41; Junior 2.
 St. Mary College, Leavenworth, Kans. Active 1
 St. Mary's College, St. Mary's, Calif. Active 1.
 St. Mary's College, Notre Dame, Ind. Active 2.
 St. Mary-of-the-Wasatch, College of, Salt Lake City, Utah. Active 1.
 St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Ind. Chapter Officers: J. G. Kempf, *Pres.*; Dorothea Fitzgerald, *Sec.* Active 13.
 St. Olaf College, Northfield, Minn. Active 2.
 St. Teresa, College of, Winona, Minn. Active 2.
 Sam Houston State Teachers College, Huntsville, Tex. Active 7.
 San Bernardino Valley Junior College, San Bernardino, Calif. Chapter Officers: J. V. Harvey, *Pres.*; N. W. Cummings, *Sec.* Active 8.
 San Diego State College, San Diego, Calif. Chapter Officers: J. R. Adams, *Pres.*; K. E. Barnhart, *Sec.* Active 31.
 San Francisco State College, San Francisco, Calif. Chapter Officers: Roy Cave, *Pres.*; George Hinkle, *Sec.* Active 21.
 San Francisco, University of, San Francisco, Calif. Active 1.
 Santa Barbara State College, Santa Barbara, Calif. Active 9.
 Santo Tomas, University of, Manila, P. I. Active 1.
 Scranton-Keystone Junior College, LaPlume, Pa. Active 1.
 Scranton, University of, Scranton, Pa. Active 4.
 Scripps College, Claremont, Calif. Chapter Officer: J. E. Caster, *Pres.* Active 13.
 Seton Hall College, South Orange, N. J. Active 14.

- Seton Hill College, Greensburg, Pa. Chapter Officers: J. B. Rollit, *Pres.*; P. W. Mahady, *Sec.* Active 13.
- Shepherd State Teachers College, Shepherdstown, W. Va. Chapter Officers: D. E. Phillips, *Pres.*; Ruth Scarborough, *Sec.* Active 16.
- Shorter College, Rome, Ga. Active 4.
- Shurtleff College, Alton, Ill. Chapter Officer: J. L. Glathart, *Pres.* Active 10.
- Simmons College, Boston, Mass. Chapter Officers: Helen Wood, *Pres.*; Helen G. Adams, *Sec.* Active 45.
- Simpson College, Indianola, Iowa. Active 2.
- Sioux Falls College, Sioux Falls, S. Dak. Active 1.
- Skidmore College, Saratoga Springs, N. Y. Chapter Officers: Dorothea J. Crook, *Pres.*; Alice B. Eaton, *Sec.* Active 49.
- Smith College, Northampton, Mass. Chapter Officers: Esther Lowenthal, *Pres.*; C. J. Hill, *Sec.* Active 112.
- South, University of the, Sewanee, Tenn. Chapter Officer: J. M. S. McDonald, *Pres.* Active 9.
- South Carolina, University of, Columbia, S. C. Active 11.
- South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. Dak. Active 2.
- South Dakota, Eastern State Normal School of, Madison, S. Dak. Active 1.
- South Dakota, Northern State Teachers College of, Aberdeen, S. Dak. Chapter Officers: M. E. Nugent, *Pres.*; Stella Yates, *Sec.* Active 18.
- South Dakota, University of, Vermillion, S. Dak. Chapter Officers: B. J. Loewenberg, *Pres.*; W. O. Farber, *Sec.* Active 22.
- Southern California, University of, Los Angeles, Calif. Chapter Officers: C. M. Case, *Pres.*; R. M. Fox, *Sec.* Active 71.
- Southern Methodist University, Dallas, Tex. Chapter Officers: R. R. Ray, *Pres.*; G. G. Langsam, *Sec.* Active 51.
- Southwestern, Memphis, Tenn. Active 3.
- Southwestern College, Winfield, Kans. Active 2.
- Southwestern University, Georgetown, Tex. Active 1.
- Springfield College, Springfield, Mass. Chapter Officers: Frank Mohler, *Pres.*; J. D. Brock, *Sec.* Active 14.
- Stanford University, Stanford University, Calif. Chapter Officers: R. H. Lutz, *Pres.*; D. E. Trueblood, *Sec.* Active 96.
- Stephens College, Columbia, Mo. Chapter Officers: W. G. Inman, *Pres.*; J. E. Mendenhall, *Sec.* Active 36.
- Stevens Institute of Technology, Hoboken, N. J. Active 1.
- Stout Institute, Menomonie, Wis. Active 1.
- Stowe Teachers College, St. Louis, Mo. Active 8.
- Sul Ross State Teachers College, Alpine, Tex. Active 1.
- Susquehanna University, Selinsgrove, Pa. Active 9.
- Swarthmore College, Swarthmore, Pa. Chapter Officers: E. B. Newman, *Pres.*; L. G. Livingston, *Sec.* Active 57.
- Sweet Briar College, Sweet Briar, Va. Active 13.
- Syracuse University, Syracuse, N. Y. Chapter Officers: D. M. Beck, *Pres.*; G. B. Cressey, *Sec.* Active 134; Junior 1.
- Talladega College, Talladega, Ala. Active 2.
- Tarkio College, Tarkio, Mo. Active 5.
- Temple University, Philadelphia, Pa. Chapter Officers: J. S. Kramer, *Pres.*; Ernest Earnest, *Sec.* Active 139.
- Tennessee Polytechnic Institute, Cookeville, Tenn. Active 3.
- Tennessee State Teachers College, Johnson City, Tenn. Active 2.
- Tennessee State Teachers College, Murfreesboro, Tenn. Active 3.
- Tennessee, University of, Knoxville, Tenn. Chapter Officers: G. E. Wade, *Pres.*; J. J. Fuller, *Sec.* Active 58.

- Tennessee Wesleyan College, Athens, Tenn. Active 1.
- Texas, Agricultural and Mechanical College of, College Station, Tex. Chapter Officers: J. P. Abbott, *Pres.*; V. M. Faires, *Sec.* Active 63.
- Texas Christian University, Fort Worth, Tex. Chapter Officers: A. L. Boeck, *Pres.*; C. A. True, *Sec.* Active 15.
- Texas College of Arts and Industries, Kingsville, Tex. Active 9.
- Texas State College for Women, Denton, Tex. Chapter Officers: Martha P. Sanders, *Pres.*; Iva Chapman, *Sec.* Active 31.
- Texas State Teachers College, East, Commerce, Tex. Active 13.
- Texas State Teachers College, North, Denton, Tex. Active 12.
- Texas State Teachers College, Southwest, San Marcos, Tex. Chapter Officers: Verna Deckert, *Pres.*; E. O. Tanner, *Sec.* Active 39.
- Texas State Teachers College, West, Canyon, Tex. Active 1.
- Texas Technological College, Lubbock, Tex. Chapter Officers: T. W. Camp, *Pres.*; Fred Griffin, *Sec.* Active 23.
- Texas, University of, Austin, Tex. Chapter Officers: C. P. Boner, *Pres.*; G. L. Field, *Sec.* Active 153.
- Thiel College, Greenville, Pa. Chapter Officers: E. G. Heissenbittel, *Pres.*; J. A. Masstronie, *Sec.* Active 11.
- Toledo, University of, Toledo, Ohio. Chapter Officers: Sarah S. Bissell, *Pres.*; C. W. Fornoff, *Sec.* Active 47.
- Transylvania College, Lexington, Ky. Active 11.
- Trinity College, Hartford, Conn. Chapter Officers: T. H. Bissonnette, *Pres.*; J. W. Burger, *Sec.* Active 36.
- Trinity University, Wazahachie, Tex. Active 2.
- Tufts College, Medford, Mass. Chapter Officers: G. H. Gifford, *Pres.*; W. F. Wyatt, *Sec.* Active 47.
- Tulane University of Louisiana, New Orleans, La. Chapter Officers: E. S. Barr, *Pres.*; H. N. Gould, *Sec.* Active 59.
- Tulsa, University of, Tulsa, Okla. Chapter Officers: W. S. Foster, *Pres.*; A. N. Murray, *Sec.* Active 34; Junior 1.
- Tusculum College, Greenville, Tenn. Active 2.
- Tuskegee Normal and Industrial Institute, Tuskegee, Ala. Active 3.
- Union College, Schenectady, N. Y. Chapter Officers: Douglas Campbell, *Pres.*; H. W. Blodgett, *Sec.* Active 44.
- United States Naval Academy, Annapolis, Md. Active 20.
- Upsala College, East Orange, N. J. Active 2.
- Ursinus College, Collegeville, Pa. Active 6.
- Utah State Agricultural College, Logan, Utah. Active 19.
- Utah, University of, Salt Lake City, Utah. Chapter Officers: W. P. Cottam, *Pres.*; Grace M. Hogan, *Sec.* Active 78.
- Valparaiso University, Valparaiso, Ind. Active 1.
- Vanderbilt University, Nashville, Tenn. Chapter Officers: O. C. Miller, *Pres.*; E. H. Duncan, *Sec.* Active 21.
- Vassar College, Poughkeepsie, N. Y. Chapter Officers: Barbara Swain, *Pres.*; J. R. Miller, *Sec.* Active 93.
- Vermont, University of, Burlington, Vt. Chapter Officers: J. A. Bullard, *Pres.*; J. I. Lindsay, *Sec.* Active 58.
- Villanova College, Villanova, Pa. Chapter Officers: Gilbert Macbeth, *Pres.*; W. C. A. Henry, *Sec.* Active 9.
- Virginia, Medical College of, Richmond, Va. Chapter Officers: H. L. Osterud, *Pres.*; R. F. McCrackan, *Sec.* Active 17.
- Virginia Military Institute, Lexington, Va. Active 4.
- Virginia Polytechnic Institute, Blacksburg, Va. Chapter Officers: P. C. Scherez, Jr., *Pres.*; J. W. Watson, *Sec.* Active 13.

- Virginia State College for Negroes, Ettrick, Va. Chapter Officers: P. C. Johnson, *Pres.*; T. N. Baker, Jr., *Sec.* Active 34; Junior 7.
- Virginia, State Teachers College of, East Radford, Va. Active 2.
- Virginia, State Teachers College of, Farmville, Va. Chapter Officers: Alice E. Carter, *Pres.*; Lisabeth Purdom, *Sec.* Active 16.
- Virginia Union University, Richmond, Va. Active 1.
- Virginia, University of, University, Va. Chapter Officers: A. G. A. Balz, *Pres.*; W. S. Rodman, *Sec.* Active 49.
- Wabash College, Crawfordsville, Ind. Active 4.
- Wagner Memorial Lutheran College, Staten Island, N. Y. Active 2.
- Wake Forest College, Wake Forest, N. C. Active 3.
- Washburn Municipal University, Topeka, Kans. Chapter Officers: P. S. Riggs, *Pres.*; Elizabeth D. Van Schaack, *Sec.* Active 10.
- Washington College, Chestertown, Md. Active 13.
- Washington College of Education, Central, Ellensburg, Wash. Chapter Officers: D. H. Thompson, *Pres.*; Helen Michaelsen, *Sec.* Active 35; Junior 2.
- Washington College of Education, Western, Bellingham, Wash. Chapter Officers: C. C. Upshall, *Pres.*; Albert Van Aver, *Sec.* Active 25.
- Washington and Jefferson College, Washington, Pa. Chapter Officers: C. J. Pietenpol, *Pres.*; A. A. Alberts, *Sec.* Active 18.
- Washington and Lee University, Lexington, Va. Chapter Officer: G. D. Hancock, *Sec.* Active 10.
- Washington, State College of, Pullman, Wash. Chapter Officers: E. L. Avery, *Pres.*; D. C. Miller, *Sec.* Active 68.
- Washington University, St. Louis, Mo. Chapter Officers: Israel Treiman, *Pres.*; J. R. Cable, *Sec.* Active 65; Junior 1.
- Washington, University of, Seattle, Wash. Chapter Officers: E. R. Guthrie, *Pres.*; J. K. Pearce, *Sec.* Active 117.
- Wayne University, Detroit, Mich. Chapter Officers: G. F. Purdy, *Pres.*; Thelma G. James, *Sec.* Active 76; Junior 1.
- Wellesley College, Wellesley, Mass. Chapter Officers: Margaret E. Taylor, *Pres.*; Margaret E. Van Winkle, *Sec.* Active 63.
- Wells College, Aurora, N. Y. Chapter Officer: Jean S. Davis, *Pres.* Active 31.
- Wesleyan College, Macon, Ga. Chapter Officers: M. C. Quillian, *Pres.*; J. W. W. Daniel, *Sec.* Active 5.
- Wesleyan University, Middletown, Conn. Chapter Officers: J. W. Spaeth, Jr., *Pres.*; M. G. Burford, *Sec.* Active 53.
- West Liberty State Teachers College, West Liberty, W. Va. Active 5.
- West Virginia State College, Institute, W. Va. Chapter Officers: B. L. Goode, *Pres.*; W. J. L. Wallace, *Sec.* Active 23.
- West Virginia University, Morgantown, W. Va. Chapter Officers: C. C. Williams, Jr., *Pres.*; Greek Sayre, *Sec.* Active 35.
- Western College, Oxford, Ohio. Chapter Officers: Dorothy J. Woodland, *Pres.*; Isabel St. J. Bliss, *Sec.* Active 13.
- Western Reserve University, Cleveland, Ohio. Chapter Officers: C. E. Gehlke, *Pres.*; C. S. Hall, *Sec.* Active 78; Junior 2.
- Westminster College, Fulton, Mo. Chapter Officers: C. D. Day, *Pres.*; A. C. Krueger, *Sec.* Active 8.
- Westminster College, New Wilmington, Pa. Chapter Officers: H. S. Osgood, *Pres.*; E. D. Lawrence, *Sec.* Active 27.
- Wheaton College, Wheaton, Ill. Active 2.
- Wheaton College, Norton, Mass. Chapter Officers: Mildred W. Evans, *Pres.*; Elizabeth K. Nottingham, *Sec.* Active 42.
- Whitman College, Walla Walla, Wash. Active 12.
- Whittier College, Whittier, Calif. Active 1.

- Whitworth College, Spokane, Wash. Chapter Officers: B. C. Neustel, *Pres.*; P. V. Gustafson, *Sec.* Active 11.
- Wichita, Municipal University of, Wichita, Kans. Chapter Officers: Lloyd McKinley, *Pres.*; Faye M. Ricketts, *Sec.* Active 29.
- Willamette University, Salem, Oreg. Chapter Officers: E. S. Oliver, *Pres.*; C. R. Monk, *Sec.* Active 39.
- William Jewell College, Liberty, Mo. Active 2.
- William and Mary, College of, Williamsburg, Va. Chapter Officers: C. F. Marsh, *Pres.*; C. T. Harrison, *Sec.* Active 57; Junior 1. Norfolk Division. Chapter Officers: D. C. Gordon, *Pres.*; A. L. Smith, *Sec.* Active 14.
- William Woods College, Fulton, Mo. Active 1.
- Williams College, Williamstown, Mass. Chapter Officers: Paul Birdsall, *Pres.*; Alton Gustafson, *Sec.* Active 58.
- Williamsport-Dickinson College, Williamsport, Pa. Active 1.
- Wilson College, Chambersburg, Pa. Active 9.
- Wilson Teachers College, Washington, D. C. Chapter Officers: H. W. Olson, *Pres.*; Mildred C. Stoler, *Sec.* Active 9.
- Winthrop College, Rock Hill, S. C. Chapter Officers: P. M. Wheeler, *Pres.*; Mary Schuchart, *Sec.* Active 20.
- Wisconsin, State Teachers College of, LaCrosse, Wis. Chapter Officers: E. G. Wulling, *Pres.*; O. E. Frazee, *Sec.* Active 18.
- Wisconsin, State Teachers College of, Oshkosh, Wis. Active 2.
- Wisconsin, State Teachers College of, River Falls, Wis. Active 1.
- Wisconsin, State Teachers College of, Stevens Point, Wis. Active 1.
- Wisconsin, State Teachers College of, Superior, Wis. Active 1.
- Wisconsin, University of, Madison, Wis. Chapter Officers: Asher Hobson, *Pres.*; Madeleine Doran, *Sec.* Active 183.
- Wittenberg College, Springfield, Ohio. Active 3.
- Wofford College, Spartanburg, S. C. Active 1.
- Wooster, College of, Wooster, Ohio. Chapter Officers: E. K. Eberhart, *Pres.*; E. W. Miller, *Sec.* Active 15.
- Worcester Polytechnic Institute, Worcester, Mass. Chapter Officer: R. K. Morley, *Sec.* Active 8.
- Wright Junior College, Chicago, Ill. Active 1.
- Wyoming, University of, Laramie, Wyo. Chapter Officers: E. R. Schierz, *Pres.*; L. F. Clarke, *Sec.* Active 63.
- Xavier University, New Orleans, La. Chapter Officers: Gerard Hinrichs, *Pres.*; R. M. Perez, *Sec.* Active 23.
- Yale University, New Haven, Conn. Chapter Officer: F. W. Coker, *Pres.* Active 113; Junior 2.
- Yankton College, Yankton, S. Dak. Chapter Officers: William Lang, *Pres.*; G. M. Evans, *Sec.* Active 17.

Members Deceased During 1941 (106)

Allison, William H.	(Church History)	Colgate University
Arnold, Carl F.	(Law)	University of Wyoming
Atchison, C. S.	(Mathematics)	Washington and Jefferson College
Atwell, Wayne J.	(Anatomy)	University of Buffalo
Baldwin, Howard M.	(English)	Purdue University
Barnhill, John F.	(Mathematics)	Michigan State Normal College
*Benjamin, G. G.	(History)	University of Southern California
Bez, Paul G.	(German)	Capital University
Blaine, Harold A.	(English)	Western Reserve University
Bliss, A. Richard, Jr.	(Pharmacology)	Howard College
Boggs, G. H.	(Chemistry)	Georgia School of Technology
Bratton, Samuel T.	(Geology)	University of Missouri
Brett, George M.	(Accounting)	The City College (Commerce Center)
*Brooks, R. C.	(Political Science)	Swarthmore College
Brown, David	(English)	Bucknell University Junior College
Browning, Kate	(Commerce)	Indiana State Teachers College
*Bush, Wendell T.	(Philosophy)	Columbia University
Caldwell, Jesse C.	(Religion)	Drake University
Certain, C. Carl	(English)	Wayne University
Cook, John H.	(Education)	Woman's College of the University of North Carolina
Cramer, Frederic	(Philosophy of Religion)	Baldwin-Wallace College
Crawford, Mary	(English)	Southern Illinois Normal University
Croissant, D. C.	(English)	George Washington University
Crooks, Ezra B.	(Philosophy, Sociology)	University of Delaware
Dargan, E. Preston	(Romance Languages)	University of Chicago
D'Aunoy, Rigney	(Pathology, Bacteriology)	Louisiana State University
Davidson, George D.	(French)	William Jewell College
Davidson, Irville F.	(Latin)	Bard College
Dickey, Frances	(Music)	University of Washington
Doyle, Richard D.	(History, Political Science)	Loyola University

Duncan, D. S.	(History)	University of Denver
Dusser de Barenne, J. G.	(Physiology)	Yale University
*Edmunds, C. W.	(Medicine)	University of Michigan
Edwards, Oliver C.	(Mechanical Engineering)	University of Minnesota
Eidman, Frank L.	(Mechanical Engineering)	Columbia University
Erickson, J. W.	(Secretarial Science)	Oregon State College
Eriksson, Erik McK.	(History)	University of Southern California
Farley, John H.	(Philosophy)	Lawrence College
Ferris, H. B.	(Medicine)	Yale University
Francis, Lillias D.	(Home Economics)	Mary Washington College
Fullerton, Kemper	(Theology)	Oberlin College
*Galoo, Eugenie H.	(Romance Languages)	University of Kansas
Garey, Lewis F.	(Agricultural Economics)	University of Nebraska
Gauger, Charles H.	(Pharmacy)	University of Buffalo
Gaver, Oren H.	(Physiology, Chemistry)	University of Maryland
Geckeler, O. T.	(Mathematics)	Carnegie Institute of Technology
George, Nathan R.	(Mathematics)	Massachusetts Institute of Technology
Gillespie, Louis J.	(Chemistry)	Massachusetts Institute of Technology
Graustein, W. C.	(Mathematics)	Harvard University
Guberlet, John E.	(Zoology)	University of Washington
Hackett, William A.	(Speech and Dramatics)	Western Michigan College of Education
Hall, George M.	(Geology)	University of Tennessee
Hehre, Frederick W.	(Electrical Engineering)	Columbia University
Himmel, W. J.	(Biology)	University of Nebraska
Holt, Leona S.	(Spanish)	Southern Methodist University
Howe, H. C.	(English)	University of Oregon
Hower, Harry S.	(Physics)	Carnegie Institute of Technology
Hudson, Nelle G.	(Biology)	Pennsylvania State Teachers College (Edinboro)
*Kahlenberg, Louis	(Chemistry)	University of Wisconsin
Koch, T. W.	(Librarian)	Northwestern University
Leffler, Ray V.	(Economics)	Dartmouth College
Leib, David D.	(Mathematics)	Connecticut College
Levin, Abraham L.	(Clinical Medicine)	Louisiana State University
Luberger, C. Frederick	(Law)	University of Cincinnati
McConnell, Donald	(Economics)	New York University
McNiven, Howard H.	(Banking, Finance)	New York University
Marcial-Dorado, Carolina	(Spanish)	Columbia University
*Mathews, Shailer	(Theology)	University of Chicago

Maxfield, Ezra K.	(English)	Washington and Jefferson College
Melrose, James A.	(Philosophy, Psychology)	James Millikin University
Meyers, Charles Edward	(English)	Franklin and Marshall College
Moore, Blaine F.	(Political Science)	American University
†Moseley, H. W.	(Chemistry)	Tulane University of Louisiana
Newlon, Jesse H.	(Education)	Columbia University
Nix, Grace E.	(English)	Northern Illinois State Teachers College
Owen, Blynn	(Music)	University of Chattanooga
Oxtoby, Frederic B.	(Philosophy and Religion)	Illinois College
Peck, Helen E.	(English)	Rhode Island State College
*Plumb, Charles S.	(Animal Husbandry)	Ohio State University
Prall, David W.	(Philosophy)	Harvard University
Pray, Ruth W.	(Philosophy)	Oklahoma College for Women
Ripley, William Z.	(Economics)	Harvard University
Robbins, Edward R.	(Mathematics)	Temple University
Roberts, George L.	(Education)	Purdue University
Robinson, Dwight N.	(Latin)	Ohio Wesleyan University
Runkle, E. W.	(Psychology, Ethics)	Pennsylvania State College
Ruud, Martin B.	(English)	University of Minnesota
Ryden, George H.	(History)	University of Delaware
Saupe, W. J.	(Education)	University of Missouri
Sharp, James B.	(Education)	San Francisco, California
Sibley, Frederick H.	(Mechanical Engineering)	University of Nevada
Smith, Frank O.	(Psychology)	Montana State University
Smith, Roy B.	(Chemistry)	Colgate University
Sparrow, C. M.	(Physics)	University of Virginia
*Stafford, O. F.	(Chemistry)	University of Oregon
Stanton, Amida	(Romance Languages)	University of Kansas
Taliaferro, W. T. L.	(Agriculture)	University of Maryland
Thompson, Walter	(Government)	Stanford University
Twiss, Benjamin R.	(Political Science)	Hobart College
Weitzmann, Francis W.	(English)	University of Wyoming
Weseen, Maurice H.	(English)	University of Nebraska
Wick, Frances G.	(Physics)	Vassar College
Wilkins, T. Russell	(Physics)	University of Rochester
Williams, William J.	(Education)	Baker University
Wilson, Charles R.	(Mathematics)	Rutgers University
Yarborough, Minnie C.	(English)	Hunter College

* Charter Member.

† Past Member of the Council.

Record of Membership for 1941

Membership January 1, 1941.....	15,872	
Deaths.....	106	
Resignations.....	495	
Memberships lapsed.....	597	
		<hr/>
		- 1,198
		<hr/>
		14,674
Reinstated.....	189	
Elections:		
Active.....	1,400	
Junior.....	66	
		<hr/>
		1,466
		<hr/>
		+ 1,655
		<hr/>
Total January 1, 1942.....	16,329	

Members in 615 Institutions:

Active.....	15,382	
Junior.....	78	
		<hr/>
		15,460
Other Active Members.....	456	
Other Junior Members.....	147	
Associate Members.....	198	
Honorary Members.....	68	
		<hr/>
Total January 1, 1942.....	16,329	

Besides Active and Junior Members connected with accredited colleges and universities, this statement includes: (1) Other Active Members: those connected with the research foundations or engaged in occupations closely related to teaching or investigation, those whose teaching or research is temporarily interrupted or who are at institutions not on the accredited list, also any whose addresses are unknown; (2) Other Junior Members; (3) Associate Members: members who, ceasing to be eligible for Active or Junior membership because work has become "wholly or mainly administrative," are transferred with the approval of the Council to Associate membership; (4) Honorary Members: this group is closed by an amendment of the Constitution establishing an Emeritus class. Emeritus Members are included under their institutions (or in the group of Other Active Members).

MEMBERSHIP

Membership in the American Association of University Professors is open to all college and university teachers from the faculties of eligible institutions and to graduate students and graduate assistants. The list of eligible institutions is based primarily on the accredited lists of the established accrediting agencies subject to modification by action of the Association. Election to membership is by the Committee on Admission of Members following nomination by one Active Member of the Association who need not be on the faculty of the same institution as the nominee. Election cannot take place until thirty days after the nomination is published in the *Bulletin*. Nomination forms, circulars of information, and other information concerning the Association may be procured by writing to the General Secretary, 1155 Sixteenth Street, N. W., Washington, D. C.

(a) *Active*. To become an Active Member, it is necessary to hold a position of teaching or research with the rank of instructor or higher in an eligible institution and be devoting at least half time to teaching or research. Annual dues are \$4.00, including subscription to the *Bulletin*.

(b) *Junior*. Junior membership is open to persons who are, or within the past five years have been, graduate students in eligible institutions. Junior Members are transferred to Active membership as soon as they become eligible. Annual dues are \$3.00, including subscription to the *Bulletin*.

(c) *Associate*. Associate Members include those members who, ceasing to be eligible for Active or Junior membership because their work has become primarily administrative, are transferred to the Associate list with the approval of the Council. Annual dues are \$3.00, including subscription to the *Bulletin*.

(d) *Emeritus*. Any Active Member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership. Emeritus members pay no dues but may if they desire receive the *Bulletin*, at \$1.00 a year.

(e) *Life Membership*. The Treasurer is authorized by the Council to receive applications from Active, Junior, and Associate

Members for Life membership, the amount to be determined in each case on an actuarial basis. This includes a life subscription to the *Bulletin*.

Nominations for Membership

The following 285 nominations for Active membership and 8 nominations for Junior membership are printed as provided by the Constitution. In accordance with action by the Council, objections to any nominee may be addressed to the General Secretary, who will in turn transmit them for the consideration of the Committee on Admission of Members if received within thirty days after this publication. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the Committee any question concerning the technical eligibility of the nominee for membership as provided in the Constitution.

The Committee on Admission of Members consists of Professors Ella Lonn, Goucher College, *Chairman*; B. W. Kunkel, Lafayette College; A. Richards, University of Oklahoma; R. H. Shryock, University of Pennsylvania; W. O. Sypherd, University of Delaware; and F. J. Tschan, Pennsylvania State College.

Active

Alabama Polytechnic Institute, John W. Scott; University of Alabama, James M. Faircloth, Martin B. Williams; University of Arkansas, John Totter; Baldwin-Wallace College, Mildred Denniston; Ball State Teachers College, Ethelyn Davidson; Bates College, William D. Sutcliffe, Robert A. Winters; Baylor University, Paul Gelrud; Bennett Junior College, Esther P. Burnett, Philip M. Burnett, Malvina Ehrlich, Vera J. Fehr, Rosemary Gannon, Sarah V. Hodges, Melita Hofmann, Mary Hufham, Dorothy Matthews, Clara M. Murphy, Harris K. Prior, Carmen Rooker; Bowling Green State University, Freda Bruns, John Bunn, Jesse J. Currier, Norman Eggimann, Irene C. Mooers, B. L. Pierce, Margaret A. Purdy, Bertha K. Robertson; Bradley Polytechnic Institute, Beatrice Benson, M. Gertrude Harvey; University of British Columbia, W. J. Brockeibank; Bucknell University Junior College, Virginia L. Brown, Mary L. Green, J. Carrell Morris, Guenter G. Schmalz; Butler University, Donald D. Burchard, L. Gray Burdin, Margaret T. Fisher, Frank Hedden, Maria W. Hyde, Charles C. Josey, Charles Kinter, Nancy Moore, William J. Moore, Louise M. Schulmeyer, Charles H. Walters; Carnegie Institute of Technology, Martin Chworowsky, E. Lyle Owen, James F. Reed; Case School of Applied Science, Edwin L. Crow; Centenary College

of Louisiana, Betty Lawrence, Bruno Strauss, Robert C. Topper; **University of Cincinnati**, Ira D. Wollermann; **The Citadel**, Samuel Wilcox; **The City College (New York)** David F. Strong; **The City College (Commerce Center)**, Robert E. Henderson; **University of Colorado**, Edna Willis; **Cornell College**, William L. Dunn; **University of Dayton**, Jerome H. Gibson, Kenneth C. Schraut, Barth J. Snyder; **University of Detroit**, James J. Jelinek; **Duke University**, Arthur B. Ferguson, Fritz London; **Emory University**, Tommie Dora Barker; **Evansville College**, J. Frederick Doering, Donald Dunham, Fritz C. Neumann; **Florida State College for Women**, Herbert L. Hackett; **University of Florida**, George G. Fox, Sigismond deR. Diettrich; **Fordham University (Manhattan)**, Edward L. Curran; **Fresno State College**, John J. Harton; **George Washington University**, Charles E. Cook, Lea G. Gramling, Frederick Hellman, John W. Wrench, Jr.; **Georgia School of Technology**, Lane Mitchell; **Georgia State Woman's College**, Mary Longley; **Gettysburg College**, George A. Kromhaut, William F. Quillian, Jr., William T. Starr; **Goucher College**, Dorothea E. Wyatt; **Grinnell College**, James A. Adams, Joseph F. Becker, Grace Hunter, Frances Mussey, Walter J. Schnerr, Dwight L. Wennersten; **University of Hawaii**, Florence M. Henderson; **Hobart College**, Frances S. Miller, Oswald Rossi; **Hofstra College**, Stanley E. Rodgers, Jr.; **Illinois Institute of Technology**, Herbert Bernstein, Marie E. Blanks, John W. Calkin, Mollie Cohen, M. Alden Countryman, Marcel W. Fodor, Billy E. Goetz, Hugh J. McDonald, Anna C. Orcutt, Hans Reissner, John H. Smale, Helen L. Stevens, James S. Thompson, Ernest T. Walker; **Southern Illinois Normal University**, Robert W. English; **Indiana University**, Harry G. Day, Edwin N. Kime; **Iowa State College**, Florence Fallgatter, Bryce Ryan, Pearl Swanson; **State University of Iowa**, William A. Anderson, A. K. Miller; **Iowa Wesleyan College**, Charles J. Kennedy; **Johns Hopkins University**, Donald M. Pace; **Kalamazoo College**, Luike J. Hemmes; **Kansas State College**, Donald Wilbur; **University of Kansas**, Tom D. Jones; **Kent State University**, Norvin Carter; **Lafayette College**, Harold W. Streeter; **Lake Erie College**, Clarence Shute, Gladys Wardwell; **Lake Forest College**, Arthur Voss; **Lincoln Memorial University**, Leonard R. Morey; **Southwestern Louisiana Institute**, Sudie Carroll; **Louisiana State Normal College**, Grace W. Stark; **Louisiana State University**, Peter Graffagnino, Adrian Kammeraad; **University of Louisville**, John A. Straw; **Madison College**, Anson B. Barber, Joseph Brown; **Manhattanville College of the Sacred Heart**, William Harms, William Walsh; **Mary Washington College**, William L. McDermott; **Western Maryland College**, Richard P. Metcalf, Jackson P. Sickels; **University of Maryland**, A. Wiley Sherwood; **Michigan State College**, Ira B. Baccus, Helen Baeder, Evalyn Bergstrand, Wilda Bolles, Paula Dressel, Duane Gibson, William A. Kelly, James Miller, Paul Morrison, James E. Powell, Joseph W. Sheedy, John F. Thaden, George B. Van Schaack, Charles P. Wells, Everett T. Welmers; **Western Michigan College of Education**, David C. Shilling; **Northwest Missouri State Teachers College**, Hazel E. Carter, William W. Cook, Robert L. Main, John Rudin, W. Glenn Ruff, Maxine Williams; **University of Missouri**,

Charles C. Center, Walter D. Keller; **Monmouth College**, Marion Burgess, Edna B. Riggs; **Montana State University**, Francis E. Coad, Clifton E. Harper, Donald M. Hetler, Ralph McGinnis, Daniel Q. Posin, Flora B. Weisberg, Philip Wright; **Mount Holyoke College**, Lillian M. Bean, Mary F. Williams; **Nebraska State Teachers College (Kearney)**, Gavin Doughty; **University of Nebraska**, Donald A. Lentz, Theodore F. Marburg; **Nebraska Wesleyan University**, Gilbert Smith; **University of Nevada**, Eldon Wittwer; **University of New Mexico**, Parry A. Reiche; **New York University**, Egbert H. van Delden; **Occidental College**, Elizabeth J. McCloy, George M. McCune; **Ohio State University**, Frank E. Hamilton; **University of Oregon**, Rex Underwood; **Pennsylvania State College**, M. Nelson McGeary, Everard M. Williams; **Pennsylvania State Teachers College (California)**, Leon Connell, C. Mart Hughey; **Pennsylvania State Teachers College (Edinboro)**, Hazel M. Ketcham; **University of Pittsburgh**, Paul A. Brown; **University of Puerto Rico**, Marcel Weinreich; **Purdue University**, Loy E. Davis, William H. Headlee, Eldon Jerome; **Queen's University**, Robert A. Chipman; **Rollins College**, William L. Hutchings; **Russell Sage College**, Louise Foering, Paul L. Ward, Elinor Ware; **St. Lawrence University**, Madeleine Lelievre; **San Bernardino Valley Junior College**, Nora P. Coy; **San Francisco State College**, John Gutmann; **Sioux Falls College**, John K. Edwards; **Southern Methodist University**, William H. Lichte, Roy W. McDonald; **Syracuse University**, Benjamin P. Atkinson, F. Montague Charman, Dorothy Drew, Milo Henke, Thelma E. Huff, Richard Wedderspoon; **Talladega College**, James O. Hopson; **Temple University**, Warren M. Ballard, John C. Pflaum, Thomas D. McCormack; **University of Tennessee**, Rulin Bruesch, Robert W. Richey; **Texas Christian University**, Cleatice L. Littlefield; **North Texas State Teachers College**, Henry G. Shands; **Southwest Texas State Teachers College** Don C. Streeter; **University of Texas**, Paul Brindley, George W. N. Eggers, John J. Lawless, Joseph T. Roberts; **Trinity College**, Maurice E. Bates, Clarence E. Watters; **Tufts College**, Richard S. Beal, Donald Brodine, Herman R. Sweet, Raymond L. Walkley; **Tulane University**, Elizabeth W. Barnett, Nicholas J. Demerath, Lena E. Grimes, Gladys E. Hall; **United States Naval Academy**, Douglas R. Lacey, A. Stuart Pitt, Seymour Sherman; **Utah State Agricultural College**, Marion L. Nielsen, Alice Senob, Charles J. Sorenson; **Virginia State Teachers College (Farmville)**, Virginia E. Bedford, Mary P. Nichols; **University of Virginia**, Francis G. Lankford; **Wagner Memorial Lutheran College**, Leonard Brabec; **Washburn Municipal University**, Howard Church, Ira Pratt; **Central Washington College of Education**, Burt M. Kebirc; **State College of Washington**, Clifford L. Bedford, Lucile Dauner, Virginia Landquist, V. A. Leonard, Herman Mason; **Wellesley College**, Katherine C. Balderston; **Wesleyan University**, Charles L. Christ, Ross A. Gortner, Jr., Alan B. Overstreet; **Western College**, Gabriele von M. Brezina; **Westminster College (Pennsylvania)**, Frank M. Brettholle; **Whitman College**, M. Duane Bown, Paul J. Jackson; **Whitworth College**, Mary Boppell, Albert Culverwell, Ernestine Evans, Ruth F. Large, Helen Magill, Merton D. Munn; **College**

of William and Mary, Samuel J. McCoy; Wisconsin State Teachers College (La Crosse), Maurice O. Graff; University of Wisconsin, Helen L. Allen, Gustav Bohstedt, Wilford J. Brogden, Alfred Galpin, George W. Keitt, William H. McShan, Gordon N. Mackenzie, Paul L. Trump, Harold R. Wolfe; University of Wyoming, Gilmore Aarestad, Robert Becker, Harold Kane, Everett D. Lantz, Randell D. Watkins.

Junior

Baylor University, Clara Duggin; Carnegie Institute of Technology, Henry Posner, Jr.; Iowa State College, Russell E. Carr; Wheaton College, Margaret E. Ames; Not in Accredited Institutional Connection, Ernest M. Hall (Ph.D., University of Illinois), Evanston, Ill.; Jacob I. Hartstein (M.A., Columbia University), New York, N. Y.; José D. Masters (Graduate work, Ohio State University), Shawnee, Okla.; Frances V. Peck (Graduate work, Catholic University), New Windsor, Md.

Members Elected

The Committee on Admission of Members announces the election of 304 Active and 8 Junior Members as follows:

Active

Arizona State Teachers College (Flagstaff), Mildred S. Kiefer, Phil C. Lange, Maurice Moulder, Herman R. Singer, John Soares; Baldwin-Wallace College, Peter S. Barno, Ruth Baur, Erwin B. Cochran, Edward L. Finnigan, R. Murray Havens, Ernest Knautz, William D. Pendell, John F. Reed, John R. Sinnema, Bertha L. Stiefel, Ray Watts, Myron F. Wicke, Lowell C. Yoder; Bates College, Anders M. Myhrman; Baylor University, Laura F. Callan, Lucille Douglass, Emma M. Shirley; Billings Polytechnic Institute, Charles L. Buck, Alphin T. Gould, Earl W. Jones, Richard Satorius; Boston University, Abraham Krasker, Donald B. Leiffer; Bowling Green State University, Paul F. Leedy; Bradley Polytechnic Institute, Wilbur W. Grimm, Anite Kambly, Frank W. Kent; University of California (Los Angeles), Leroy W. Allen, Grace M. Fernald, Perina Piziali; Carnegie Institute of Technology, Edward Fiess; Carroll College (Wisconsin), Karen C. Carlson, Hanna E. Krueger; Case School of Applied Science, Irene Levis; Catholic University of America, Henry J. Bruehl, Anthony J. DeVito, Thomas G. Foran, James C. La Drière, Laurence A. Leavey, Francis E. Litz; Central YMCA College, Orme W. Phelps; University of Cincinnati, Victor Coles, William D. Stratford, Hope D. Warner; The City College (New York), Phillip Monypenny; Cornell College, Jess Wagus; De Paul University, F. Richard Schnettler, Lawrence A. Wallace; DePauw University, D. Keith Andrews, Joseph R. Clair, Bernard Dulsey, Joseph C. Heston, Blanche D. Lembke, John Masten; Duke University, Katherine R. Jeffers, Henry S. Leonard; University of Florida, A. P. Black, Gwynne H. Daggett, John W. Dietz, Richard A. Edwards, Roland B. Eutsler, Elmer E. Frahm, Edwin S. Frash, Lewis F. Haines, Paul L. Hanna, John B.

McFerrin, John V. McQuitty, Henry J. Miles, Earl P. Powers, Manuel Turner, John V. Watkins, George F. Weber, Stanley E. Wimberly; **Franklin and Marshall College**, Richard D. Altick, James M. Darlington, Herbert R. Herington, Frederic S. Klein; **Grinnell College**, George D. Lovell; **Hobart College**, Robert E. Consler, Seymour B. Dunn; **Hofstra College**, George H. Burnham, John T. Hack; **Hood College**, Miriam R. Apple; **Idaho State Normal School (Lewiston)**, Thomas R. Croson; **Illinois Normal University (Southern)**, Gladys Babcock, Jacqueline C. Eckert, Ota Thomas, George G. Thompson; **Illinois State Teachers College (Eastern)**, Seth A. Fessenden; **Illinois State Teachers College (Northern)**, Durward L. Eaton; **Indiana State Teachers College**, Helen Ederle, Margaret Pankaskie, Stanislaus F. Trybulski; **Iowa State College**, Mary J. Bowman, John B. McClelland, T. Wesley Stearns; **State University of Iowa**, Rufus D. S. Putney, Wendell R. Smith; **John Tarleton Agricultural College**, Benjamin F. Barnes; **Kansas State College**, James S. Allen; **Kent State University**, James Heath, Ada V. Hyatt, Charles F. Kirk; **Eastern Kentucky State Teachers College**, Kerney M. Adams, Mary E. Barnhill, Roy B. Clark, Meredith J. Cox, Fred Giles, Cyril Hager, Thomas C. Herndon, John R. Kinzer, W. J. Moore; **Keuka College**, Carl Bode; **Southwestern Louisiana Institute**, George B. Claycomb, Edith G. Dupré, Howard C. Eshelman, Herbert A. Hamilton, Z. L. Lofin, Hosea Phillips, William J. Phillips, James W. Sanders, L. Edwin Smith; **Louisiana State University**, Harry A. Davis, Jefferson B. Fordham, Hugh C. Ilgenfritz, Robert M. Melampy, Bjarne Pearson, Louise S. Perry, Samuel A. Romano, Alton P. Thomason; **University of Louisville**, Edward W. Reed; **MacMurray College for Women**, Delwin M. Shaw, Mable R. Walter; **University of Maine**, Paul Fischer, A. Douglas Glanville, Stanley B. Williams; **Manhattanville College of the Sacred Heart**, Cecil J. Haggerty, Daniel E. Woods; **University of Maryland**, Lincoln Clark, Gesualdo Costanzo, Donald C. Hennick, Arnold E. Joyal, John W. Macmillan; **Massachusetts State College**, William G. Colby; **Miami University**, George L. Rider; **Michigan State Normal College**, Myrin T. Sturgeon; **University of Michigan**, Wassily Besekirsky, Hanns Pick; **Mills College**, Eleanor S. Boone, John W. Evans, William M. Ingram, Helene Mayer, Richard Wistar; **University of Minnesota**, Samuel M. Strong; **Mississippi State College for Women**, Donald J. Rulfs; **University of Nebraska**, Hazel Davis, David Fellman, Hazel G. Kinscella; **University of Newark**, Edward Fuhlbruegge, William J. von Minden; **New Mexico Highlands University**, Vernon V. Payne; **New York Medical College**, L. Corsan Reid, Francis D. Speer; **New York State Normal School (New Paltz)**, Charles E. Huntington; **Northwestern University**, George C. S. Benson, John C. M. Brentano; **Oberlin College**, Edward Capps, Jr., Charles J. Meek; **Occidental College**, Kurt B. von Weisslingen; **University of Oklahoma**, Jeannette Alessandri, William O. Baxter, William B. Bizzell, Roger D. Corsaw, E. Thayer Curry, Charles Elson, John J. Heimerich, Lara G. Hoggard, Rupel J. Jones, Howard W. Larsh, Herman W. Larson, Leena J. McArthur, John F. O'Neil, Henry S. Robinson, Winston O. Smith, H. Lloyd Stow, Wendell R.

Tomberlin; **Pennsylvania College for Women**, Irma Ayers, Marion Laskey, Kennett W. Yeager; **Pennsylvania State College**, William H. Gray, Philip Klein; **Pennsylvania State Teachers College (California)**, Lethal G. Kiesling, E. Clayton McCarty; **University of Pennsylvania**, Cornell M. Dowlin, Ernst Jockers, Blake E. Nicholson, Paul J. Storm; **Pomona College**, Philip A. Munz; **Purdue University**, Charles Allen, Robert A. Hume, Julian K. Knipp, Donovan Pratt; **Queens College (North Carolina)**, Sarah M. Nooe; **Rockford College**, Esther L. Swenson; **Rollins College**, Walter Charmbury, Christopher O. Honaas; **Russell Sage College**, Anne M. Campbell, Robert O. Fink, Elsie M. Frost, Edward C. Horn, Edna M. Mitchell, Robert S. Thomson, Alice Zimmerman; **St. Mary-of-the-Woods College**, Mary Clift, Emile J. Goossens; **Seton Hall College**, James A. O'Connell; **Shepherd State Teachers College**, Millard K. Bushong, Mary J. Scanlon; **Smith College**, Dorcas Brigham; **Stanford University**, Leland T. Chapin; **Stephens College**, Philip N. Powers; **Stowe Teachers College**, L. Simington Curtis; **Susquehanna University**, Arthur H. Wilson; **Syracuse University**, Norma Bentley, John G. Broughton, Rowland P. Graeber, Kingmen Grover, Victor A. Lowe, Douglas F. Parry, Stephen R. Peck, Winthrop H. Rice, Kirk Ridge, Richard R. Snook, Dan Stanislawski, Frank R. Thompson, Leon Verrees, Walter L. Wakefield; **Talladega College**, Berthold C. Friedl; **Agricultural and Mechanical College of Texas**, John P. Oliver; **Texas College of Arts and Industries**, Robert D. Rhode; **Texas State Teachers College (Southwest)**, Mary G. Buchanan, H. M. Greene, W. Curtis Nunn, Allie C. Parr, Hope Wilder; **University of Texas**, Byron M. Hendrix; **Tufts College**, John Holmes; **Utah State Agricultural College**, John D. Brite, Ralph L. Calvert, John M. Hadley, Roger E. Harrington, Ira N. Hayward, Joseph R. Jenson, George A. Meyer, Floyd T. Morgan, L. Mark Neuberger, LuDean Rogers, Robert S. Snell, Walter Welti; **University of Utah**, Herbert M. Schiller; **Vassar College**, Robert C. Schnitzer; **Virginia State College for Negroes**, Roscoe C. Howard; **Virginia State Teachers College (Farmville)**, Katharine Tupper; **University of Virginia**, Peters Rushton; **Washington College**, Albert P. Kline; **Central Washington College of Education**, William L. Alderson, Wytze Gorter, Russell W. Lembke, Lawrence H. Moe, Elwyn H. Odell; **Washington and Jefferson College**, Leslie A. Foust, William B. Hoel, William E. Vanderbilt; **Washington and Lee University**, William M. Hinton; **Wayne University**, Lee H. Endsley; **Westminster College (Pennsylvania)**, G. W. H. Powell; **Wheaton College**, Carolyn M. Clewes, Frank W. Ramseyer, Jr.; **Whitman College**, Procope S. Costas, Thomas Howells, Irving B. Kravis, Arthur G. Rempel, Norman E. Richardson, Jr., Walter L. Riley, Frederic F. Santler, Irwin D. Stewart, John A. Wolfard, Carroll L. Zimmerman; **Winthrop College**, Eugene Link; **University of Wisconsin**, Chester V. Easum, H. Scudder Mekeel; **University of Wyoming**, Arthur R. Himbert, Henry Huizinga, Marshall E. Jones, M. Clare Mundell; **Yankton College**, Frances A. Dunham, Russell M. Eidsmoe, Wolfgang Liepe, Clara Swain.

Transfers from Junior to Active

University of New Mexico, Alan Swallow; Oregon State College, Charles J. Thurmond; Union College, James R. Hooper, Jr.

Junior

Cornell College, Roger H. Decker; Indiana State Teachers College, Ruth L. Butts, Marian A. Kittle; Reed College, Elizabeth Wahl; Syracuse University, Elizabeth Cole. **Not in Accredited Institutional Connection**, Joseph H. Buckles (M.A., University of Oklahoma), Portales, N. Mex.; George W. Burns (Ph.D., Minnesota), Cincinnati, Ohio; Joseph W. Porter (M.A., University of Pennsylvania), Bluefield, W. Va.

Academic Vacancies and Teachers Available

The Association is glad to render service to appointing officers and teachers by publishing the information below. The officers of the Association can, however, take no responsibility for maintaining a register or for making a selection among applicants. It is optional with the appointing officer or the applicant to publish the address in the announcement or to use a key number. In the latter case those interested should send their letters of application to the General Secretary, 1155 Sixteenth Street, N. W., Washington, D. C.

Vacancies Reported

German: Man without draft or reserve obligations to teach first two years of college German and French. Also scientific German. Should have some knowledge of chemistry. Position probably open about March 15th. V 1103

Teachers Available

Ancient and European History, Latin, Greek, Italian: Man, 28, doctorate University of Padua, Italy, M.A. University of Chicago, excellent American references, full or part-time teaching. A 1946

Art: Woman, 40. Now on tenure with State University but desires better position. Member National Association of Women Artists and other national art organizations. Exhibits in nationally prominent shows. Represented in many collections. Teaching experience in drawing, painting, anatomy, color, composition, etc. A 1947

Biology, Botany, Bacteriology; have taught Zoology, Visual Education: Man, 46, married, two children. M.Sc. Now completing work for Ph.D. (University of Chicago). 14 years' experience as college professor; also high school and elementary experience. Desires position in university or small college of good standing. Primary interest, teaching; secondary, research. Available June or September, 1942. A 1948

Biology, Zoology, Botany, Entomology: Man, 35, Ph.D. Cornell. 12 years' college teaching. Publications. Now employed. Especially interested in summer appointment. A 1949

Chemistry: Physical chemist, Ph.D., with teaching experience in inorganic chemistry and research in insecticides and fertilizers. Publications and patents. Desires teaching or research position. A 1950

Classics: Man, 49, married, Ph.D., University of Chicago, successful experience, excellent references, now employed. A 1951

Defense Courses: Languages: French, German, Russian Spanish; Psychology: Psychology of Propaganda, Testing and "Projective Techniques;" Professor, Ph.D., 43. Publications, teaching and research experience. Available for summer session teaching. At present taking the place of Head of College Department of Modern Languages, who is on leave of absence. Excellent recommendations. A 1968

Education, Psychology and Philosophy: Man, married, 48. M.A. Harvard; candidate for the doctorate, summer 1942. Publications. Eighteen years of college and university teaching. Excellent record. Now employed, but desires change. Protestant. Special interests: Psychology, Philosophy, and Educational and Vocational Guidance. A 1952

English: Man, Ph.D., married, 21 years' university teaching. Nineteenth Century specialization, with courses in Contemporary Literature and World Classics. Extensive foreign travel, studies abroad, research publications, and a volume of poetry. Desires change: professorship, with or without administrative responsibilities. A 1953

French, German: Woman, 32, Doctorate, Diploma of Ecole des Professeurs de Français à l'Étranger, Sorbon, Paris. Experience French Teachers College; extensive travels and residence abroad. Excellent recommendations. Available. A 1954

German, French: Man, Ph.D. Bonn. Naturalized citizen. 14 years' experience in language teaching in college and university. Perfect speaking knowledge of German and French. Extensive travel and residence in Germany and France. Thorough mastery of English. Desires change. Available in June or September. Best recommendations. A 1955

History (Prehistory and Medieval), also Scholastic and Modern Philosophy: Man, 50, American, Ph.D. Publications in different languages. Studies abroad: Munich, Berlin, Hamburg. Teaching experience in universities and Eastern graduate school. Employed in Eastern university but desires change. Available second semester. Special courses: History of Civilization—Prehistory—Philosophy of Religion.

A 1956

History and Appreciation of Art: Graduate of the Ecole du Louvre, and the Sorbonne. Fourteen years' university teaching. Publications on American Museums in French magazines. References. Travelled very extensively. Wants Summer School position.

A 1957

History, Social Studies: Modern European and American: Man, 34, married, Ph.D. from Big Ten University. Four years' successful college teaching; before that three years in high school work. Active in community affairs and speaking engagements. Employed at present in good position but desires change.

A 1958

History, United States and Modern Europe: Man, 41, married, Ph.D., University of California. 8 years' college teaching experience plus secondary school work. Especially interested in American Historiography. Some administrative experience. Now employed but desires new location with an opportunity for professional growth and advancement. Also available for summer appointment. Location immaterial.

A 1959

Home Economics: Any opening except home management. Experienced in college and university teaching. Available February first.

A 1960

Law, Government, Politics: Man, 45, married, A.B. and L.L.B., Columbia; Phi Beta Kappa; 14 years' teaching experience (law) in large eastern college; practicing lawyer for 20 years; full or part-time teaching or administration.

A 1961

Mathematics. Man, 47, married, M.A., Ph.D. 14 years' college and engineering school teaching experience; travel, foreign languages, papers, publications. Now employed as assistant professor and specializing in the foundations, history and philosophy of mathematics. Well equipped for position in Liberal Arts college. Available early in June.

A 1962

Music: Man, 37, married, Ph.D. Ten years' successful teaching in college and university. Travel and European study (1928-9). Extensive experience as conductor of choir, oratorio society, and orchestra. Teaching fields: music theory and composition, history, piano. Past four years as professor of Theory and Director of Conservatory in small college of high academic rating. Board of Examiners (1941), National Association of Schools of Music. Available June, 1942.

A 1963

Music Education: Young lady, single, M.A., M.Ed., six years' teaching experience college and college laboratory school. Violinist and pianist with concert and radio experience. Member of Kappa Delta Pi, Alpha Pi Chapter. Now employed, Radio Station WSM and teacher of public school music in County Experimental School. Desires position with opportunity for experimentation in Children's interests in Music Education in progressive college laboratory school, beginning Summer, 1942—permanent. A 1964

Physical Science Survey and Physics: Man, 38, Ph.D. in Physics. Ten years' experience college teaching in above fields. During last five years, director of natural science orientation course with annual enrollment of over 300. One book. Now employed but would be interested in position offering greater opportunities in survey field. Available for summer work. A 1965

Physics: Man, 45, married, Ph.D., Sigma Xi, Phi Beta Kappa, elder in Presbyterian church. Fifteen years of teaching and research in eastern university. Publications. References. Some industrial experience. Would consider change for improvement. A 1966

Zoology: Man, 38, married. Ph.D., Michigan. 12 years' college teaching, 5 in charge of vertebrate embryology large eastern university. Now employed in small western college. Wishes opportunity to become established in sizeable institution emphasizing pre-medical subjects. Sigma Xi. A 1967

FREE CONFIDENTIAL ANALYSIS

.. to help you plan your life insurance program

If you are a teacher or other staff member of an institution of higher learning you are eligible to participate in substantial savings on life insurance costs and in other valuable privileges of T. I. A. A. membership. As a first step, send for the T. I. A. A. *Confidential Analysis Form*—fill it in—and receive, cost-free, an expert, impartial survey covering your individual insurance needs. At the same time you will learn about the special T. I. A. A. policies, developed to meet the special needs of workers in the educational field.

TEACHERS INSURANCE AND ANNUITY ASSOCIATION

522 Fifth Avenue

New York

• Created and Endowed to Serve the Educational World

**The
BULLETIN**

**American Association
of
University Professors**

AN EDUCATIONAL JOURNAL by teachers and investigators stressing articles and reports of concern to all who are interested in or a part of our institutions of higher learning. Current subjects: place and function of faculties in college and university government; faculty-administration relations; freedom of inquiry and expression; tenure; the evaluation of faculty services; professional ethics.

Published bimonthly during the academic year: February, April, June, October, and December. Circulation 15,000.

Subscription \$3.00 a year

American Association of University Professors
1155 Sixteenth Street, N. W. Washington, D. C.

**Journal of Higher
Education**

**THE MAGAZINE FOR
LEADERS IN COLLEGIATE
EDUCATION**

Subscription \$3 a year

**OHIO STATE
UNIVERSITY**

COLUMBUS

For the past twelve years the Journal has been recognized as the leading magazine devoted to matters pertaining to the different areas of higher education. The contents of each issue are varied. The prospectus for the year's issues contains discursive articles, reports of research, and criticisms of current practices. We believe that professors and administrative officers, when once subscribers to the Journal, will find it so satisfying that they will not wish to be without it.

RECENT PUBLICATIONS ON THE JUNIOR COLLEGE

The Literature of Junior College Terminal Education

By LOIS E. ENGLEMAN and WALTER C. EELLS. Contains more than 1,500 abstracts of articles, bulletins, and theses. Carefully classified and fully indexed. 336 pages. *\$2.50 per volume.*

Present Status of Junior College Terminal Education

By WALTER C. EELLS, BYRON S. HOLLINSHEAD, EDWARD F. MASON and MAX SCHIFERL. Summary of nation-wide investigation on the status of terminal education in more than 400 junior colleges. Copiously illustrated. 350 pages. *\$2.50 per volume.*

Why Junior College Terminal Education?

By WALTER C. EELLS, JOHN W. HARBESON, EDWARD F. MASON, NICHOLAS RICCIARDI, WILLIAM H. SNYDER, and GEORGE F. ZOOK. An analysis of vital economic, social, and educational factors and summary of judgments of almost 2,000 educators and laymen. 390 pages. *\$2.50 per volume.*

Accreditation Requirements for Junior Colleges

Chart showing in compact form essentials of accreditation requirements for junior colleges as formulated by 38 national, regional, and state agencies. Size 24" x 38". *\$0.50 per copy.*

Junior College Journal

Only national periodical devoted exclusively to the rapidly expanding junior-college field. Nine issues, September to May. *\$3.00 per year.*

Complete list of publications on request

AMERICAN ASSOCIATION OF JUNIOR COLLEGES
730 JACKSON PLACE, WASHINGTON, D. C.

OUTSTANDING PUBLICATIONS ON THE AMERICAN COLLEGE

Bulletin of the Association of American Colleges, edited by Guy E. Snively. Issued four times a year. *\$3.00.*

American Education and World Responsibility—The Proceedings of the Twenty-Eighth Annual Meeting, 1942. Addresses by Malcolm MacDonald, H. W. Prentiss, Jr., George N. Shuster. Additional articles by Paul V. McNutt, Isaiah Bowman and Guy E. Snively. Annual Reports, Minutes, Membership, Constitution. (*Bulletin*, March, 1942.) *\$1.50.*

The American Colleges and the Social Order by Robert Lincoln Kelly. An interpretative and critical study of the development of American colleges and college education which gives new perspective to the much discussed problems of higher education today. The Macmillan Company, New York. *\$2.50.*

Teaching with Books—A Study of College Libraries by Harvie Branscomb. Association of American Colleges, New York, and American Library Association, Chicago. *\$2.50.*

Comprehensive Examinations in the Humanities by Edward Safford Jones. Questions used in senior terminal examinations in the classics, English, modern languages, philosophy, art. Single copy, *\$1.25*; ten copies, *\$10.00.*

Comprehensive Examinations in American Colleges by Edward Safford Jones. 434 pages. *\$2.50.*

College Music by Randall Thompson. Report of an investigation of non-professional offerings in typical selected institutions under a subvention from the Carnegie Corporation. The Macmillan Company, New York. *\$2.50.*

Orders for the above publications may be sent to the

ASSOCIATION OF AMERICAN COLLEGES
19 West 44th Street, New York, N. Y.